

SIEPMANN'S
PRIMARY FRENCH COURSE

FIRST TERM

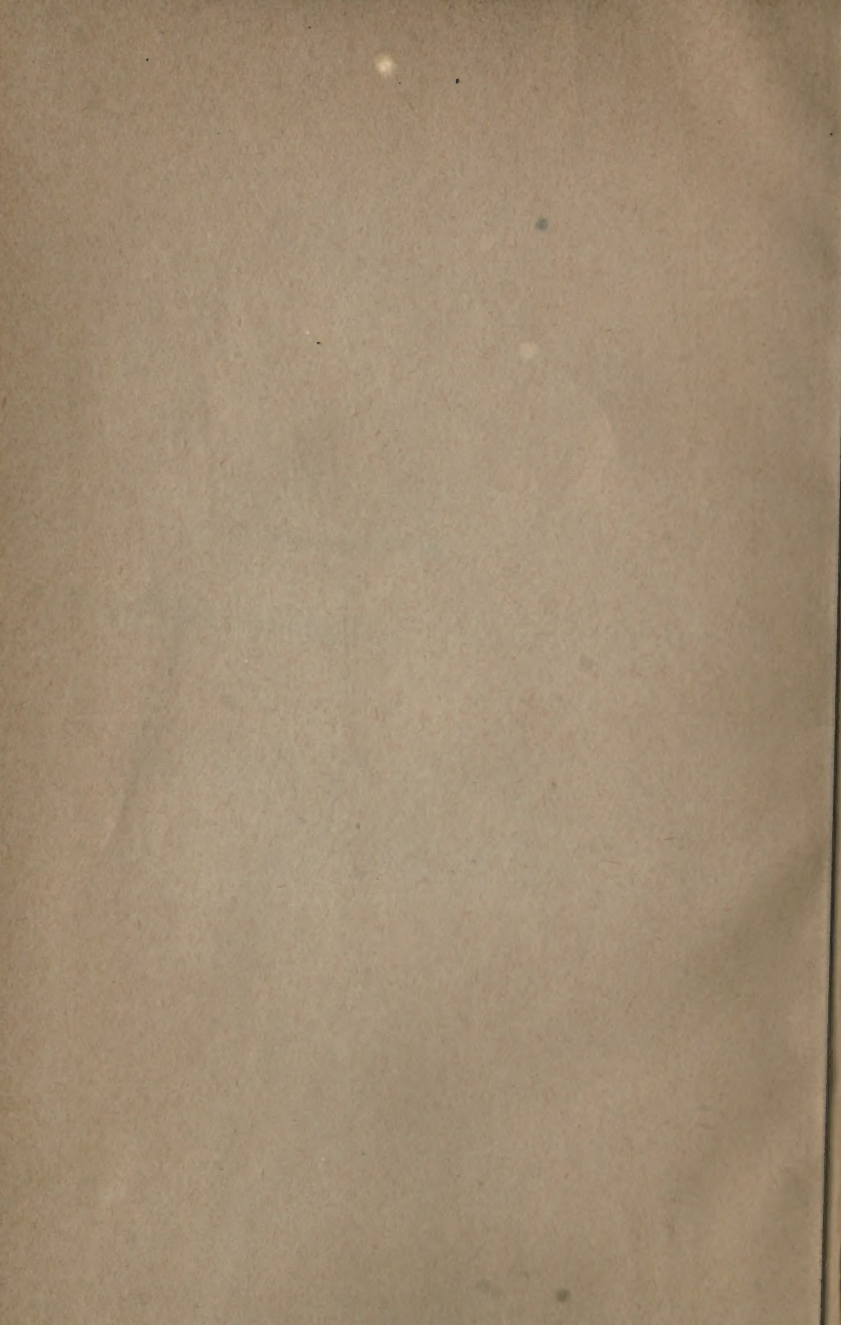


PRESENTED
TO
THE UNIVERSITY OF TORONTO
BY

The Copp Clark Co.

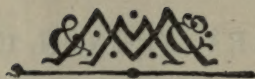
Feb. 1903





SIEPMANN'S
PRIMARY FRENCH COURSE

FIRST TERM



LaFGr.
S5727pr

SIEPMANN'S

PRIMARY FRENCH COURSE

FIRST TERM

LESSONS IN COLLOQUIAL FRENCH
BASED ON THE TRANSCRIPT OF THE ASSOCIATION PHONÉTIQUE

WITH

A CHAPTER ON FRENCH SOUNDS AND THEIR
PHONETIC SYMBOLS
LIST OF WORDS FOR PRACTICE IN PRONUNCIATION
AND COMPLETE VOCABULARIES

BY

OTTO SIEPMANN

HEAD OF THE MODERN LANGUAGE DEPARTMENT AT CLIFTON COLLEGE

5879^H
26/2/03

"It is certain that even the quickest linguist is helped by phonetic notation."

DR. H. SWEET.

ILLUSTRATED BY H. M. BROCK

London

MACMILLAN AND CO., LIMITED

NEW YORK: THE MACMILLAN COMPANY

1902

527879

STIMPAN'S

PRIMAARY FRENCH COURSE

FIRST TERM



RECEIVED

1900

LIBRARY OF THE UNIVERSITY OF TORONTO

1000-1000-1000

THE UNIVERSITY OF TORONTO

LIBRARY

UNIVERSITY OF TORONTO

LIBRARY

1000-1000-1000

LIBRARY

LIBRARY



LIBRARY

UNIVERSITY OF TORONTO

LIBRARY

UNIVERSITY OF TORONTO

LIBRARY

PREFATORY NOTE

THE principles on which this little volume is based are explained in the Preface to the complete book (First Year), of which the present contains only the first ten lessons in phonetic transcript. It is hoped that teachers who are not acquainted with the alphabet of the Association Phonétique will not shrink from devoting a few hours to the study of it; more is not needed, though the appearance of a text printed in phonetics looks at first sight very strange and difficult. Children find no difficulty in learning the various letters when they are taught in connexion with the sounds they represent; and there can be no doubt that the learning of a few new symbols is no more addition to the pupil's labour than is a scaffolding to the labour of building a house. In reality it means a saving of both time and trouble if the "First Term's" teaching is carried on entirely orally and based on a phonetic transcript. Pupils are not intended to write in the phonetic alphabet, and there need be no fear that the phonetic spelling will make it more difficult for them to learn the conventional orthography afterwards. Those who have started beginners both with and without a transcript are unanimous on these two points—(1) that the phonetic alphabet facilitates the learning of a

good pronunciation, (2) that it does not in any way impede the learning of the ordinary spelling afterwards.

Moreover, in removing the misleading signs of the established orthography and not teaching it at the outset, we follow a sound maxim—that only one difficulty should be offered to a pupil at a time. Let your pupils first learn to pronounce and then teach them to write what they speak, and you will attain better results with less labour and in a shorter time.

OTTO SIEPMANN.

CLIFTON COLLEGE,

November 1902.

I. VOWELS

The sound of the vowel depends on the shape of the vocal passage, which can be varied by the position of tongue, lips, and jaws.

Front vowels are produced by raising the middle of the tongue against different points of the hard palate; the lips are in their normal, not protruding, position, and the aperture of the mouth is open (a), half open (ɛ), half closed (e), or closed (i). The phonetic symbols for front vowels are—

Back vowels are produced by raising the back of the tongue against the soft palate ; the lips are rounded, and the aperture of the mouth is open (ɑ), half open (ɔ), half closed (o), or closed (u). The phonetic symbols for back vowels are—

When the front vowels are pronounced with protruding lips *ε* becomes *œ*. (sel, sœl), *e* becomes *ø* (de, dø),
 sel=salt, seul=alone dé=thimble, deux=two

and *i* becomes *y* (*vi*, *vy*), which gives us three more
vie = life, *vue* = sight
 vowels—

œ
sœl (seul = alone)
ø
dø (deux = two)
y
vy (vue = sight)

to which must be added a very short vowel lying between *œ* and *ø*, of which the phonetic symbol is *ə*—

lə (le = the), *mə* (me = me)

and thus we have :—

TABLE OF FRENCH VOWELS

	Open.	Half open.	Half closed.	Closed.	
Front Vowels	<i>pa:ʒ</i> vast <i>a</i>	<i>mœ:r</i> rest <i>ɛ</i>	<i>dœ:ʒa</i> repete <i>e</i>	<i>di:r</i> isi <i>i</i>	← not rounded.
		<i>pœ:r</i> <i>œ</i>	<i>nø:tr</i> <i>ø</i>	<i>abity:d</i> <i>y</i>	← lips rounded and protruding.
		<i>sœl</i>	<i>lə</i>	<i>vy</i>	
			<i>dø</i>		
Back Vowels	<i>ɑ</i> kla:ʒ pa	<i>ɔ</i> œrlœ:ʒ pœm	<i>o</i> ro:ʒ vo	<i>u</i> ru:ʒ nu	← lips rounded and protruding.

NASAL VOWELS

Every vowel can be nasalised (pronounced through the nose). This is done by lowering the velum, and passing part of the current of air which produces the vowel through the nose. In French the vowels *ɑ*, *ɛ*, *œ*, *ɔ* are nasalised, and in that case their phonetic symbols are—

ɑ̃
grɑ̃ (grand = large)
ɛ̃
basɛ̃ (bassin = pond)
œ̃
œ̃ (un = a, one)
ɔ̃
nɔ̃ (non = no)

These should be practised by pronouncing—

œ̃ bɔ̃ vœ̃ blɑ̃ (un bon vin blanc = a good white wine).

LENGTH OF VOWELS

In French vowels may be long, medium, or short. The phonetic symbol for medium length is *˘*, and for full length is *ː*. Thus

i in

tir[˘] (tyran = tyrant) is short

ti[˘]re (tirer = to fire) is medium

ti^ːr (tir = firing) is long

a in

ta (tas = heap) is short

ta[˘]ʃe (tâcher = to try) is medium

ta^ːʃ (tâche = task) is long

u in

tu (toux = cough) is short

tu[˘]ʃe (tousser = to cough) is medium

tu^ːs (tous = all) is long

N.B.—The gradation from short to long in speech is by no means so simple and definite as would appear from this division into three classes. Vowels are subject to a certain amount of variation in length according to the place they occupy in a word or in a combination of words. Generally speaking, it may be said that long vowels become medium if they do not occupy the final syllable; thus *aː* in *taːʃ* becomes *a˘* in *ta˘ʃe*.

In the 'List of Words' for practising the sounds of French (on p. 7), examples are given chiefly for short and long vowels. What has been said about *taːʃ*, *ta˘ʃe*, should be remembered in this connexion.

II. CONSONANTS

A consonant is produced by a current of air which the speaker sends forth from his lungs, and which is obstructed by narrowing or closing some part of the oral passage. If the vocal chords are caused to vibrate, the consonant is called voiced; if not, it is said to be voiceless. The sound of a consonant depends on the manner in which the current of air is obstructed. If the sound is brought about by closing some part of the oral passage, and then letting the air suddenly pass with a sort of explosion, we produce explosives—

- (1) by a closure of both lips: *p* (voiceless) or *b* (voiced) (labial stops), e.g. *pave* (*pavé* = paving-stone), *boer* (*beurre* = butter);

- (2) by pressing the tip of the tongue against the upper teeth:
t (voiceless) or d (voiced) (dental stops), e.g. ta (tas = heap), dɛrnʒe (dernier = last);
- (3) by pressing the back of the tongue against the soft palate:
k (voiceless), g (voiced) (guttural stops), e.g. klɑs (classe = class), graviːr (gravure = engraving).

If the sound is brought about by closing some part of the oral passage, and letting the air pass through the nose, we produce nasals corresponding to the explosives just mentioned—

- (1) by a closure of both lips: m (corresponding to p, b), e.g. mus (mousse = moss), plɥm (plume = pen);
- (2) by pressing the tip of the tongue against the upper teeth: n (corresponding to t, d), e.g. nu (nous = we);
- (3) by pressing the middle of the tongue against the line between the soft and hard palate: ɲ, e.g. kɔləɲ (Cologne).

If the sound is brought about by pressing the tongue gently against the upper teeth, and letting the air pass along the sides, we produce l, which is generally voiced, e.g. la sal (la salle = the room), but voiceless after a consonant at the end of a word, e.g. ʃarl (Charles).

N.B.—Keep the tongue almost straight when pronouncing French l exactly as for t, d, n, and you will hear the difference of sound between an English and a French l.

If the sound is brought about by trilling the uvula, we produce r, which is generally voiced except when final after a consonant, e.g. rɛste (rester = to stay), frɛːr (frère = brother), nɔːbr (nombre = number).

N.B.—A similar sound can be produced by trilling the tip of the tongue. Many Frenchmen do this, but in Paris the uvular r is generally heard.

If the sound is brought about by narrowing some part of the oral passage and letting the air pass through, we produce fricatives or continuants—

- (1) between the lower lip and upper teeth : f (voiceless), v (voiced), e.g. f_{erm} (ferme = farm), vit (vite = quick) ;
- (2) with lips rounded and the tongue in the u position : w, e.g. wazo (oiseau = bird), wi (oui = yes) ;
- (3) with lips rounded and the tongue in the y position : ɥ, e.g. ɥil (huile = oil), pɥi (puis = then) ;
- (4) by narrowing the passage in the i position of the tongue, and causing a slight rubbing : j, e.g. jø (yeux = eyes), f_{erm}j_e (fermier = farmer) ;
- (5) by pressing the tip of the tongue gently against the lower teeth, leaving only a narrow passage for the air : s (voiceless), z (voiced), e.g. sal (salle = room), mæ'zø (maison = house) ;
- (6) by pressing the tip of the tongue gently against the upper gums, leaving a short but rather wide space for the air : ʃ (voiceless), ʒ (voiced), e.g. ʃapo (chapeau = hat), kaʃ kaʃ (cachecache = hide and seek), ʒame (jamais = ever), de'ʒa (déjà = already).

TABLE OF FRENCH CONSONANTS

	LABIAL (lips)	LABIO-DENTAL (lips and teeth)	LINGUAL (tongue and teeth)	PALATALS (front, back, palate and tongue)	LARYNGAL (larynx)	UVULA
Stops or Ex- plosives	p b pa bærr	...	t d ta dø	k g kla:s ga:sø		
Nasals	m ma:fə	...	n nu	ɲ kølɔɲ		
Liquids	...	...	l lø	...	...	r rø
Fricatives	w ɥ wi pɥi	f v f _{erm} vit	s z sal mæ'zø	j jø	h he !	
			ʃ ʒ ʃapo ʒame			

PHONETIC SYMBOLS

a	sal (salle)	kana:r (canard)
ɑ	pa (pas)	kla:s (classe)
ɑ̃	grɑ̃ (grand)	frɑ̃:sɛ (français)
b	bo (beau)	syperb (superbe)
d	dø (deux)	alfred (Alfred)
e	repete (répété)	de:ʒa (déjà)
ɛ	rest (reste)	mɛ:r (mère)
ɛ̃	plɛ̃ (plein)	plɛ̃:t (plainte)
ə	lə (le)	brəbi (brebis)
f	fənɛ:tr (fenêtre)	nœf (neuf)
g	garsø (garçon)	fati:g (fatigue)
i	isi (ici)	egli:z (église)
j	jø (yeux)	vjej (vieil)
k	kana:r (canard)	epøk (époque)
l	lest (lesté)	sal (salle)
m	mo (mot)	œm (homme)
n	nuvo (nouveau)	ʒœn (jeune)
ɲ	siɲ (cygne)	agno (agneau)
o	bo (beau)	ro:z (rose)*
ɔ	œm (homme)	fœ:r (fort)
õ	lõ (long)	mõ:d (monde)
ø	dø (deux)	delisjø:z (délicieuse)
œ	sœl (seul)	sœ:r (sœur)
œ̃	œ̃ (un)	œ̃:bl (humble)
p	pa (pas)	nap (nappe)
r	ru:ʒ (rouge)	pu:r (pour)
s	solda (soldat)	mus (mousse)
ʃ	ʃo:z (chose)	vaʃ (vache)
t	ta (tas)	vit (vite)
u	nu (nous)	tu:s (tous)
w	wi (oui)	bwa (bois)
v	vu (vous)	bra:v (brave)
y	ty (tu)	my:r (mur)
ɥ	ɥil (huile)	pɥi (puis)
z	ze'ro (zéro)	ro:z (rose)
ʒ	ʒame (jamais)	frøma:ʒ (fromage)

LIST OF WORDS

(OCCURRING IN LESSONS 1-10)

FOR PRACTISING THE PRONUNCIATION OF FRENCH SPEECH-SOUNDS

a		ɛ:		i	
la sal	the room	ɛ:m	love	si	yes
vast	spacious	pe:r	father	pti	little
vaʃ	cow	me:r	mother	fis	son
plas	place	me:m	same	dis	ten
tabl	table	ʃe:r	dear	isi	here
ʃarl	Charles	fre:r	brother	midi	midday
arbr	tree	derʃe:r	behind	ki	who
kaʃ kaʃ	hide-and-peek	grame:r	grammar	la vi	the life
paragraf	paragraph	ve:r	glass	wi	yes
vwala	there is or are	alge:br	algebra	il	he
		dese:r	desert	vit	quick
pa:ʒ	page			ʒit	eight
kana:r	duck	e		ptit	little (<i>fem.</i>)
nwa:r	black	e	and	fij	girl
trava:ʒ	work	ke	quay	imit	imitate
		ʒ e	I have	ʒə sʒi	I am
		ete	been	fatige	tired
		ase	enough	admire	to admire
ɛ	she	pave	paving-stone	desim	1/8 penny
ɛ	is	ele:v	pupil	sizjem	sixth
tre	very	repete	to repeat	ublie	to forget
bel	beautiful	fermje	farmer	arive	to arrive
fre	fresh	prepare	to prepare	vine:gr	vinegar
me	but	panje	basket		
kel	which	ʒeneral	general	di:r	to say
kre	chalk	ela:s	alas	li:v:r	book
letr	letter	le marʃe	the markets	admirr	admire
rest	stay	me fre:r	my brothers	egliz	church
ʃerʃ	seek	de ve:r	glasses	sə:riz	cherry
ses	cease			dezir	desire
perdr	to lose	de:ʒa	already	tradqir	to translate
pjes	piece	ale	avenue	il ari:v	he arrives
avek	with				

y		ā		ē	
yn	a, an (<i>fem.</i>)	ā·ri	Henry	dēmē	to-morrow
plym	pen	ā·fā	child	basē	basin, pond
šakyn	each (<i>fem.</i>)	ā·kō:r	still	bjē	well
syr	on, upon	frā·se	French	plē	full
taly	slope, bank	ā·tre	to enter	vilē	ugly
arbyst	shrub	sā·tim	centime ($\frac{1}{8}$ d.)	latē	Latin
syperb	superb	rā·ze	row (<i>subst.</i>)	lwē	far
plyto	rather			gardē	garden
legym	vegetable	ā·tr	between	gardjē	caretaker
ty	thou	grā:d	large (<i>fem.</i>)	ā vē	in vain
ply	more	šā:br	room	o kwē	at the corner
minyt	minute	brā:š	branch	l ēstā	the instant
my:r	wall	vjā:d	meat	ēteresā	interesting
gravy:r	engraving	pasjā:s	patience	ē·si	thus
abity:d	habit	egzā:pl	example	mē·tnā	now
vwaty:r	carriage	il ple·zā:t	he jokes	pwē·ty	pointed
		il kō·tā:pl	he contem- plates	ē·susjā:s	carelessness
q		ō			
zē sji	I am	ō	one	la plērt	the com- plaint
kqizinjē:r	cook	šō	his	ōē	
frūi	fruit	nō	no	ōē	one, a, an
qil	oil	lō	long	šakōē	each (<i>pron.</i> <i>masc.</i>)
pūi	then	lē trō	the trunk	j	
rūiso	brook	sēgō	second	la lij	the line
tradqir	to translate	la lēsō	the lesson	l ajō	the lamb
sujivā	following	la mē·zō	the house	lē rōsinol	the nightin- gale
ā		lē garsō	the boy	kōlōj	Cologne
kā	when	la kestjō	the question	la kārpan	the country
zā	John	lē pwasō	the fish	l	
grā	large, tall	kō·tā	contented	lā	slow
bā	bench	ō·brō	shady	sal	(large) room
vremā	truly	nō·brō	numerous	drol	funny
šarmā	charming	kō·plike	complicated	sulje	shoe
mamā	mamma	kō·tā:ple	to contem- plate	eglijz	church
lē tā	the time	kō·tr	against	plyto	rather
lē vā	the wind	mō:d	world	tablo	blackboard
kōmā	how?	brō:z	bronze	tabl	table
almā	German	epō:ž	sponge	egzā:pl	example
aržā	silver, money	sō:ž	think	il kō·tā:pl	he is contem- plating
maršā	dealer	grō:d	scold		
amyzā	amusing				
ba·timā	building				

1. l ekol

nu sɔm dāz ðe grā bətimā. lə bətimā u nu sɔm et yn ekol,
e la sal et yn klə:s. el ɛ vast, pəskə vuz ɛ:t nā'brə. ʒə sɥi lə
prɔfɛsɛ:r. ʒā, ty ɛz ðɛn elɛ:v. ʒə sɥi syr yn ʃɛ:z. ty ɛ syr ðe
bā, ʃarl ɛ ā'ri o'si; mɛz il sō dərʃɛ:r. ty ɛ syr lə prəmje bā,
il sō syr lə zgō. ðɛn elɛ:v ɛ dəbu. l elɛ:v dəbu ɛ ʒərʒ. il ɛ
dəvā lə tablo. lə tablo ɛ kə:tr lə my:r. il et ā:tr la pərt
e la fənɛ:tr. la krɛ ɛ l epō:ʒ sōt o'prɛ. el sō syr lə rəbər. la
krɛ ɛ dərʃɛ:r l epō:ʒ.

kestjō.—(1) u sɔm nu?—(2) dā kəl sal?—(3) k ɛ s ki ɛ grā?—(4)
k ɛ s ki ɛ vast?—(5) pərkwə?—(6) ki sɥi ʒə?—(7) u ɛ lə prɔfɛsɛ:r?—
(8) u ɛ ʒā?—(9) ki ɛ syr lə zgō bā?—(10) ki ɛ dəbu?—(11) u ɛ ʒərʒ?—
(12) k ɛ s ki ɛ kə:tr lə my:r?—(13) u ɛ lə tablo?—(14) k ɛ s ki et
o'prɛ?—(15) u ɛ l epō:ʒ?—(16) k ɛ s ki ɛ dərʃɛ:r l epō:ʒ?

1a. kū ʒ ete pəti

kū ʒ ete pəti,
ʒə n ete pə grā;
ʒə mō'te syr ðe bā
pər ā'brase mamā.

1b.

kū ʒ ete pəti,
ʒə n ete pə grā;
ʒ alɛz a l ekol
kəm le ptiz ā'fā
mō pē dā ma pəʃ,
mō lja:r a la mē
pər aʃte de pəm,
pər mā'ʒe mō pē.





1. PRESENT INDICATIVE OF THE VERB **ε:tr**, *to be*

(AFFIRMATIVELY)

ʒə sʊi	<i>I am</i>	ɦu sɔm	<i>we are</i>
ty ɛ	<i>thou art</i>	vuz ɛ:t	<i>you are</i>
il ɛ	<i>he (or it) is</i>	il sɔ̃	<i>they (masc.) are</i>
ɛl ɛ	<i>she (or it) is</i>	ɛl sɔ̃	<i>they (fem.) are</i>

2. SINGULAR OF THE DEFINITE ARTICLE

lə my:r, *the wall* **la** pɔrt, *the door* **lə** ɛ:v, *the pupil* **lə** ɛpɔ:ʒ, *the sponge*

lə (*the*) is used before *masculine* singulars beginning with a consonant.

la (*the*) is used before *feminine* singulars beginning with a consonant.

l (*the*) is used before *masculine* or *feminine* singulars beginning with a vowel sound.

N.B.—All nouns in French are either masculine or feminine.

3. THE INDEFINITE ARTICLE

œ bā, *a bench* **yn** ekɔl, *a school*

œ (*a* or *an*) is used before masculines.

yn (*a* or *an*) is used before feminines.

N.B.—Before masculine nouns or adjectives beginning with a vowel sound, the sound of *n* is added to **œ** to bind the article to the noun ; e.g. **œn** ā:fā, *a child*.

EXAMPLES

ʒə sʊi **lə** pɔfɛsœ:r—**œ** pɔfɛsœ:r.
 tu ɛ(z) **l** ɛ:v—**œn** ɛ:v.
 il ɛ dā(z) **la** sal—**yn** sal.
 ɛl ɛ syr **la** ʃɛ:z—**yn** ʃɛ:z.
 nu sɔm dā(z) **lə** bɑ:timā—**œ** bɑ:timā.
 vuz ɛ:t syr **lə** bā—**œ** bā.
 il sɔ̃ kɔ:tr **lə** my:r—**œ** my:r.
 ɛl sɔ̃ dāvā(t) **lə** tablo—**œ** tablo.

2. la bibliotek

“zørz, æ ty soel ?—nō, zæ næ sqi pæ soel, zæ sqiæz avek āri e margerit.—u eit vu ? n eit vu pæ dā læ zardē ?—nō, nu næ sām pæ dā læ zardē, nu sām dā la bibliotek.”

vwala le trwaz āfā syr la gravyr. il næ sō paz āsā:bl. margerit n æ paz avek lez otr. u et el ? el æ dæbu dævū la fone:tr. e zørz e āri, u sōt il ? il sōt a la grād tabl. le dæ pti garsō sō sa:z, mæ la ptit fij . . . —n et el pæ sa:z o:si ?—clæ:s ! nō, el æ tre mefāt. le dæwær dæ margerit næ sō pæ lō e le lāsō næ sō pæ difisil, mæ pur margerit le lāsō sō tuzur træ difisil e le dæwær tuzur træ lō.

kestjō.—(1) ki n æ pæ soel ?—(2) avek ki æ zørz ?—(3) u sō le trwaz āfā ?—(4) sōt il dā læ zardē ?—(5) sōt ilz āsā:bl ?—(6) ki n æ paz avek lez otr ?—(7) u æ margerit ?—(8) u sō zørz e āri ?—(9) k æ s ki æ grād ?—(10) ki æ sa:z ?—(11) ki n æ pæ sa:z ?—(12) kāmū æ la ptit fij ?—(13) k æ s ki n æ pæ lō ?—(14) k æ s ki n æ pæ difisil ?

2a. læ pti temerær

dæbu syr ynæ tabl, œ pæti temerær
s ekriæ : æ ! kæ zæ sqi grād !
tut a ku, sō pje glis e l āfā tō:b a tær.
—æ ! k il æ pæti mē:tænū !

2b. amur dæ l ety:d

ærō ki dæ l ety:d
dæ l āfā:s a læ gu !
dy trava:j læ ply ry:d
il vjē tuzuræz a bu.

2c. œ zur perdy

notræ vi æ si kurt : il la fo:t āplwaje.
ē:strupize vuz, āfā, dæ l a:zæ læ ply tād:r.
vu sære malærø, si vu sæsæ d aprā:dr,
e s et œ zur perdy k œ zur sū trava:je.



2. la bibliotek



4. PRESENT INDICATIVE OF THE VERB **etr**, *to be*

(NEGATIVELY, INTERROGATIVELY, AND INTERROGATIVE-NEGATIVELY)

<i>I am not, etc.</i>	<i>Am I? etc.</i>	<i>Am I not? etc.</i>
ʒə nə sʊi pɑ..	sʊi ʒə..?	nə sʊi ʒə pɑ..?
ty n ɛ pɑ..	ɛ tu..?	n ɛ ty pɑ..?
il (ɛl) n ɛ pɑ..	ɛt il (ɛl)..?	n ɛt il (ɛl) pɑ..?
nu nə səm pɑ..	səm nu..?	nə səm nu pɑ..?
vu n ɛ:t pɑ..	ɛ:t vu..?	n ɛ:t vu pɑ..?
il nə sō pɑ..	sōt il..?	nə sōt il pɑ..?

5. PLURAL OF THE DEFINITE ARTICLE

le my:r, *the walls***le** pɔ:t, *the doors*

le (*the*) is used before all plurals, whether masculine or feminine.

N.B.—Before nouns beginning with a vowel the sound of *z* is added to **le** to bind the article to the noun; e.g. *lez* ā'fā, *the children*.

6. AGREEMENT OF ADJECTIVES

Adjectives do not remain invariable, as they do in English, but agree with their nouns in *gender* and *number*.

The feminine of adjectives is generally formed by sounding the final consonant, which is as a rule not pronounced in the masculine, e.g.—

lə my:r ɛ grā	lə grā my:r	lə garsō ɛ pti	lə pti garsō
la pɔ:t ɛ grā:d	la grā:d pɔ:t	la tabl ɛ ptit	la ptit tabl

*Masculine**Feminine**Masculine**Feminine*

grā

grā:d

pti

ptit

zgō

zgō:d

dilizā

dilizā:t

mefā

mefā:t

lā

lā:t

EXAMPLES

ʒə nə sʊi pɑ grā—grā:d.

ty n ɛ pɑ pti—ptit.

il (ɛl) n ɛ pɑ mēfā—mēfā:t.

nu nə səm pɑ sa:ʒ—sa:ʒ.

vu n ɛ:t pɑ grā—grā:d.

il nə sō pɑ dā la klɑ:s—le klɑ:s.

ɛl nə sō pɑ dəvā lə tablo—le tablo.

3. la ry

“ty ε bjē lā, 3ar3. swa 3āti; mar3 ply vit.—3ā sūi fatigue dā la prēmnađ.—margārit, ty n ε pā sa:3 nā ply. kām ty ε lāit!—3ā sūi fatigue o'si, mamā.—vuz εit fatigue! de'3a? swaje re'zonabl, la me'zā n ε pā bjē lwē. margārit, ty ε l ε'ne, nā swa pā me'fāt kām 3ar3.—le pave dy trātwa:r sō si pwē'ty!—la pusje:r dā la ry ε si dezagreabl!—e le plēit dez āfā, kā sāt el? mē vwala lā klāfe dā l egli:z, la bā, o kwē dy ke. ākār sē ptit minyt, e nu sōmz a la me'zā. n et il pā midi a l ārlo:3? vit, nā swajō paz ā rāta:r pur lā de3āne. ga:r o trēna:r!”

kestjō.—(1) kāmā ε 3ar3?—(2) purkwa et il lā?—(3) dā kwa ε s kā 3ar3 ε fatigue?—(4) ki n ε pā sa:3 nā ply?—(5) ki n ε pā re'zonabl?—(6) k ε s ki n ε pā lwē?—(7) kel ε l ε'ne de dōz āfā?—(8) kā sō le pave dy trātwa:r?—(9) k ε s ki ε pwē'ty?—(10) k ε s ki ε dezagreabl?—(11) u ε lā klāfe dā l egli:z?—(12) u et il midi?—(13) ki et ā rāta:r?—(14) u ε lā de3āne?—(15) ga:r a ki?

3a. l āfā garte

—āfā garte,
vø ty dy parte?
—nā, ma me:r, il ε trō sale.
—vø ty dy rōti?
—nā, ma me:r, il ε trō kqi.
—vø ty dā la salad?
—nā, ma me:r, el ε trō fad.
—vø ty dy pē?
—nā, ma me:r, il nā vo rjē.
—āfā garte,
ty nā vø rjē mā'ze,
āfā garte,
ty sēra fwete.



3. la ry



7. IMPERATIVE OF THE VERB **extr**, to *be*

Affirmatively

swa . . *be (thou) . .*swajō . . *let us be . .*swaje . . *be (ye) . .*

Negatively

nə swa pā . . *be (thou) not . .*nə swajō pā . . *let us not be . .*nə swaje pā . . *be (ye) not . .*

8. GENITIVE AND DATIVE OF THE DEFINITE ARTICLE

Genitive

lē zardē **dy** prōfəsə:r.lə pusjə:r **də** la ry.lə ləsō **də** l elɛ:v.lə zardē **də** prōfəsə:r.lə pusjə:r **də** ry.lə ləsō **dez** elɛ:v.

dy (*of the*) is the genitive of **lē**. It is used before *masculine* singulars beginning with a consonant.

də la (*of the*) is the genitive of **la**. It is used before *feminine* singulars beginning with a consonant.

də l (*of the*) is the genitive of **l**. It is used before *masculine* or *feminine* singulars beginning with a vowel sound.

də (*of the*) is the genitive of **le**. It is used before *all plurals* whether masculine or feminine.

N.B.—Before nouns in the plural beginning with a vowel the sound of *z* is added to **də** to bind the article to the noun; e.g. **dez** elɛ:v, **dez** egli:z.

Dative

il dān, *he gives*lə krɛ **o** prōfəsə:r.lə ləsō **a** la klɑ:s.lə ləsō **a** l elɛ:v.lə dāvwa:r **o** prōfəsə:r.lə ləsō **o** klɑ:s.lə ləsō **oz** elɛ:v.l egli:z et **o** kwē də la ry.zɔ:rʒ et **a** la pɔrt də la klɑ:s.ā:ri et **a** l ekɔl də zɔ:rʒ.lez egli:z sōt **o** kwē de ry.lez elɛ:v sōt **o** pɔrt de klɑ:s.le prōfəsə:r sōt **oz** ekɔl de garsō.

o (*to the* or *at the*) is the dative of **lē** and **le**. It is used before *masculine* singulars beginning with a consonant and before *all plurals*.

a la (*to the* or *at the*) is the dative of **la**. It is used before *feminine* singulars beginning with a consonant.

a l (*to the* or *at the*) is the dative of **l**. It is used before *masculine* or *feminine* singulars beginning with a vowel sound.

N.B.—Before nouns in the plural beginning with a vowel the sound of *z* is added to **o** to bind the article to the noun; e.g. **oz** elɛ:v, **oz** ekɔl.

4. læ marſe.

nuz avðz ðe marſe syr la grô:d plas. le marſð e le marſð:d
sðt ð zeneral dæ la kô'pap. ilz ð dy bæ:r, dy frøma:z, de
legym e de fru:.

madam læbð et o marſe avek la ptit gabriel e la kqizinje:r.
ſakyn a ðe panje.

madam læbð a la kqizinje:r. vuz ave d la vjð:d ?

la kqizinje:r. wi, madam, z e d l apo.

madam læbð. ave vu de legym ?

la kqizinje:r. z e de pæm dæ tæ:r, d l oze:j e d la salad.

madam læbð. e gabriel, k a t el ? k a ty dð læ pti panje ?

gabriel. z e de særi:z e de fræ:z.

madam læbð. k avð nuz ð'kœ:r a aſte ?

la kqizinje:r. dæ l qil e dy vine:gr pu'r la salad.

gabriel. e dez ø. vwala ðe marſð, la, o kwẽ.

madam læbð. a t il dez ø fræ ?

læ marſð. il sð tu fræ, madam.

keſtjð.—(1) k avð nu syr la grô:d plas ?—(2) d u sð le marſð e le mar-
ſð:d ?—(3) k e s k ilz ð ?—(4) u e madam læbð ?—(5) avek ki et el ?—(6) ki a ðe
panje ?—(7) kel legym a la kqizinje:r ?—(8) kel fru: a gabriel ?—(9) u sð le
særi:z ?—(10) k e s ki et avek le særi:z ?—(11) k e s kœ madam læbð a ð'kœ:r
a aſte ?—(12) u e læ marſð ?—(13) k e s k il a ?—(14) kœmð sð lez ø ?

4a. egzersis dæ prônð'sja'sjð

dy pẽ sæk e dy frøma:z,

s e bjẽ pø pu'r dezœne ;

ð mæ dœnœra, zœ ga:z,

o'trœ ſo:z a mð dine.

kar didð di'na, dit ð,

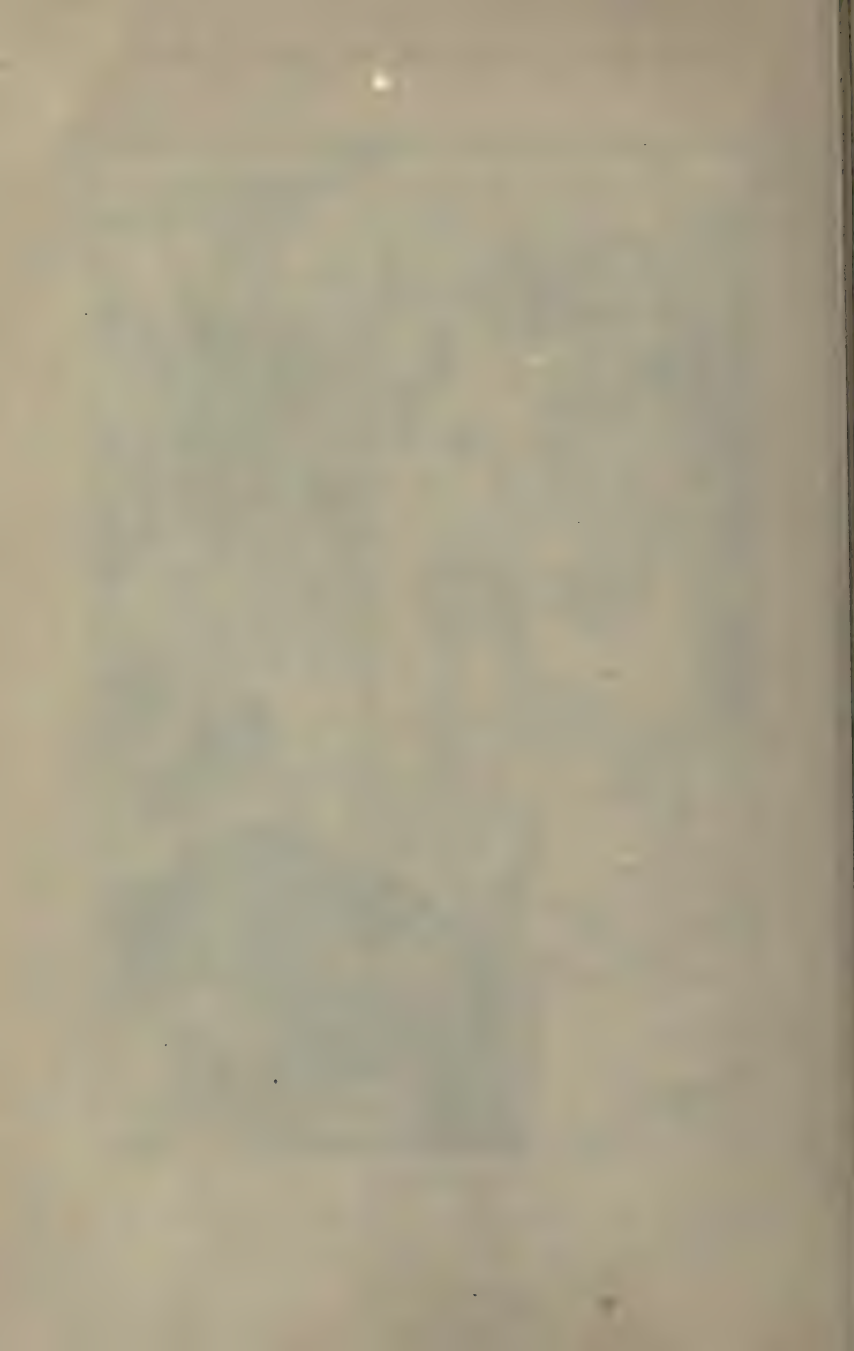
dy do d ðe dœdy dẽdð.

4b. l œr dy dine

kelkœ dœmðrde a djo:em a kel œr il dœve dine. sælqi si lqi
repðrði: “si ty e rið, kð ty vudra ; si ty e po:vr, kð ty pura.”



4. la marſe



9. PRESENT INDICATIVE OF THE VERB **avwair**, *to have*

Affirmatively			Interrogatively		
3	e . .	<i>I have . .</i>	e	ʒə . . ?	<i>have I . . ?</i>
ty	a . .	<i>thou hast . .</i>	a	ty . . ?	<i>hast thou . . ?</i>
il	a . .	<i>he has . .</i>	a t	il . . ?	<i>has he . . ?</i>
nuz	avō . .	<i>we have . .</i>	avō	nu . . ?	<i>have we . . ?</i>
vuz	ave . .	<i>you have . .</i>	ave	vu . . ?	<i>have you . . ?</i>
ilz	ō . .	<i>they have . .</i>	ōt	il . . ?	<i>have they . . ?</i>

N.B.—Note that a *t* is inserted when the verb ends in and the following pronoun begins with a vowel sound.

10. THE PARTITIVE ARTICLE **dy, də la, de**

When we speak of persons or things referring only to **some**, the partitive article is used in French. In English we use in that sense **some** or **any** before nouns, or we use the nouns alone; e.g.—

Give me *some* meat. Have you *any* butter? We have meat and butter.

The partitive article in French is the same as the genitive of the definite article :

dy bæ:r, də la vjā:d, də l ɥil, de səri:z may mean *some* or *any* butter, meat, oil, cherries, or simply *butter, meat, oil, cherries* in a partitive sense, or *of the butter, of the meat, of the oil, of the cherries*.

The construction of the sentence always shows the meaning quite clearly, e.g.—

nuz avō dy bæ:r, də la vjā:d, də l ɥil e de səri:z.

k ε s ki ε dā lə paɲje ? dy bæ:r, də la vjā:d, də l ɥil e de səri:z.

But—

lə gu (*the taste*) dy bæ:r, də la vjā:d, də l ɥil, e de səri:z ε desagreabl.

N.B.—When two or more nouns follow one another, the article, whether definite, indefinite, or partitive, must be repeated before each noun, e.g.—

le marʃā e le marʃā:d, *the market men and women*.

ʒ e ā'kə:r də l ɥil e dy vinɛ:gr a aʃte, *I have still some oil and vinegar to buy*.

5. la sal a mû:ʒe

məsʒø dybwa et a tabl avek ʒorʒ, ã·ri e margərıt

ʒorʒ. u ε lə dese:r ?

məsʒø dybwa. purkwa ε ty si prese ? εjōz ã pə d pasjō:s.

ʒorʒ. nu n avō pə d tã:z a perdr. nuz avō dy trava:j pu:r dãmẽ.

m. dybwa. bo·ku dā trava:j ?

ʒorʒ. yn fu:l dā ʒo:z. d abœ:r ʒ e dy latẽ a prepare, trwa lō paragraf dā latẽ, pui de mo:z a kəpje, ã tã d mo:, e dā l istwa:r e d la ʒeəgrafi a aprō:dr.

m. dybwa. kō·bjẽ d pa:ʒ ?

ʒorʒ. katr pa:ʒ d istwa:r e yn dā ʒeəgrafi.

m. dybwa. ty az ase d trava:j ãn efe. ε swẽ dā bjẽ fe:r. e ã·ri, k a t il ? n a ty pə d latẽ kãm ʒorʒ ?

ã·ri. nō, ʒə n e pə d latẽ, me ʒ e d l almō, vẽ lij d almō a tradqi:r, e pui d la grame:r e d la botanik, ã ʃapitr dā grame:r e dō dā botanik.

kāt a margərıt, el n ε pə prese.—purkwa ? n a t el pə dā dāvwa:r ?—o ! si, mez el n a pə d ã·trẽ, el ε meʃō:t.—vit, madmwazel, n eje pə si pə d ardœ:r ; eje dy kura:ʒ, o·tā dā kura:ʒ kə lez o:tr.

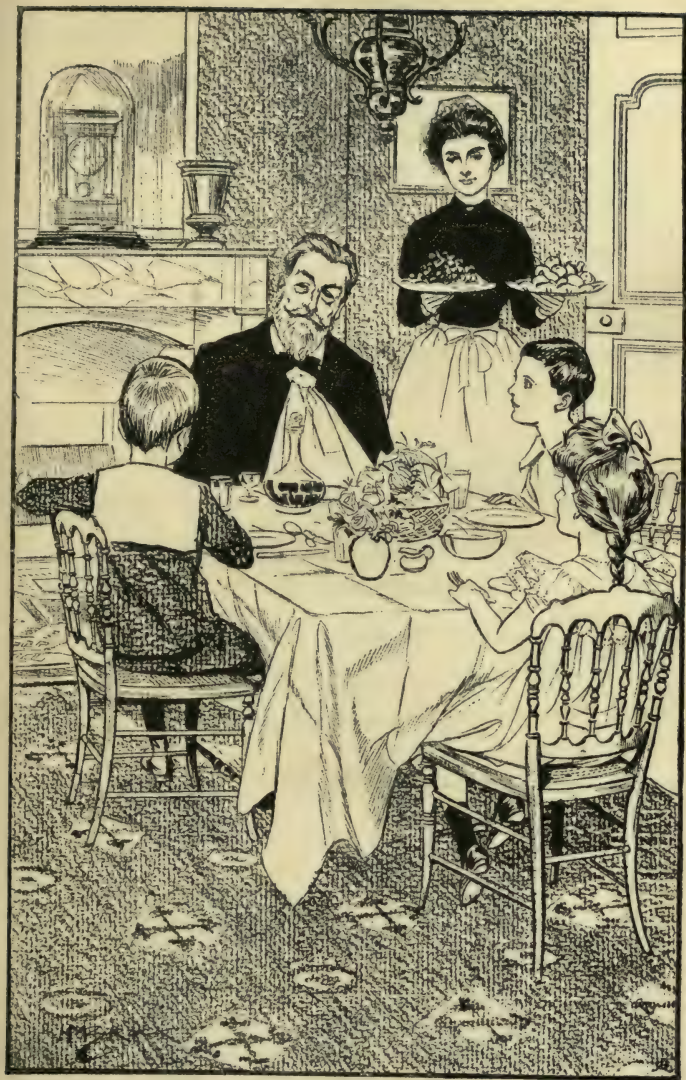
kestjō.—(1) u ε məsʒø dybwa ?—(2) avek ki ?—(3) k ε s kə ʒorʒ n a pəz a perdr ?—(4) k a t il a prepare ? a kəpje ? a aprō:dr ?—(5) e ã·ri, k a t il a tradqi:r ?—(6) dā kwa a t il ã ʃapitr ?—(7) ki n ε pə prese ?—(8) k ε s kə margərıt n a pə ?—(9) k et el ?—(10) dā kwa a t el pə ?—(11) dā kwa n a t el pəz o·tā kə lez o:tr ?

5a. lə grū malœ:r

“fet vu de tẽ:m, madam ?” dmōrde ã ʒu:r ã prẽ:s, ki etet ã·kœ:r ã·fū e ã pə paresø, a yn dam d la ku:r ki sə pleje de malœ:r d sa vi.—“nō, mōsejœ:r.”—“e bjẽ, si vu nā fet pə dā tẽ:m, madam,” replika lə pti prẽ:s, “votr malœ:r n ε pəz ã·kœ:r a sō kō:bl.”

5b. anegdot

ã pœ:r reprimōrde sō fis, ʒœn garsō dā diz ã, ki etet ale prō:dr ã bẽ sū permisjō. “ty se purtā, lqi dizet il, kə ʒə t e defūdy d ã·tre dā l o avā kə ty saʃ naʒe.”



5. la sal a mǎiȝe



11. PRESENT INDICATIVE AND IMPERATIVE OF **avwair**, *to have*

PRESENT INDICATIVE		IMPERATIVE	
Negatively	Interrogatively and Negatively	Affirmatively	
<i>I have not, etc.</i>	<i>Have I not? etc.</i>	ε . .	<i>have (thou) . .</i>
zə n e pa . .	n e zə pa . . ?	ε jō . .	<i>let us have . .</i>
ty n a pa . .	n a ty pa . . ?	ε je . .	<i>have (ye) . .</i>
il n a pa . .	n a t il pa . . ?		Negatively
nu n avō pa . .	n avō nu pa . . ?	n ε pa . .	<i>have (thou) not . .</i>
vu n ave pa . .	n ave vu pa . . ?	n ε jō pa . .	<i>let us not have . .</i>
il n ɔ̃ pa . .	n ɔ̃t il pa . . ?	n ε je pa . .	<i>have (ye) not . .</i>

12. THE PARTITIVE ARTICLE **də**

The partitive article is only **də**—

- (1) after a Negation, e.g.—

nu n avō pa **də** tã'z a pɛdr.

- (2) after Expressions of Quantity, e.g.—

bo'ku **də** trava:j.

yn fu'l **də** ʃo:z.

katr pa:z **d** istwa:r.

EXAMPLES

z e **dy** bæ:r.

ty a **də** la vjã:d.

il a **də** l ɥil.

nuz avō **də** səri:z.

vuz ave **dez** elɛ:v.

ilz ɔ̃ **də** ləsɔ̃.

zə n e pa **də** bæ:r.

ty n a pa **də** vjã:d.

il n a pa **d** ɥil.

nu n avō pa **də** səri:z.

vu n ave pa **d** elɛ:v.

il n ɔ̃ pa **də** ləsɔ̃.

e zə **dy** trava:j ?

a ty **də** səri:z ?

a t il **də** l istwa:r ?

avō nu **dy** latɛ ?

ave vu **də** mo:z a kəpje ?

ɔ̃t il **də** frɛ:z ?

n e zə pa **bo'ku də** trava:j ?

n a ty paz **yn fu'l də** ʃo:z ?

n a t il pa **katr pa:z d** istwa:r ?

n avō nu pa **trwa paragraf də** latɛ ?

n ave vu paz **œ ta də** mo:z a kəpje ?

n ɔ̃t il pa **bo'ku də** frɛ:z ?

6. læ ʒardē pyblik

“kǎ ʒə n e pɑ dɑ trava:j, ʒə sʊi tuzur:z o ʒardē.—ty ɛ bjēn oerø.—n a ty pɑ d ʒardē ?—nō, nu n avō k yn vilen ku:r ; mæ prɑ d la mæ:zō il j a œ bo ʒardē pyblik.—k j a t il dɑdǎ ?—il j a d groz arbr avek bo:ku d flœ:r, e d grūd:z ale' pu:r dɑ bən parti dɑ kaʃ kaʃ.—n j a t il pɑ d vjø gardjē pu:r ā'pæ:ʃe lez ā'fū d ʒwe ?—si, d ā'sjē sɔlda, mæz il n j a pɑ dɑ mæjœ:r ʒū:z o mō:d.—j a t il œ basē ?—wi, œ lō basē avek de si: e dɑ ʒœn kanɑ:r.—il n j a pɑ d pwasō ?—o: ! si, il j a de pwasō ru:ʒ.—e n a ty pɑ d bato ?—œ mœve bato tu kœse.—k j a t il ā'kœ:r ?—o: ! il j a yn ʒoli vwatyr ru:ʒ e blø avek dɑ ptit ʃe:vr nwɑ:r.”

kestjō.—(1) u sʊi ʒə kǎ ʒ n e pɑ d trava:j ?—(2) kāmū ɛ la ku:r ?—(3) k ɛ s k il j a prɑ d la mæ:zō ?—(4) k j a t il dǎ l ʒardē pyblik ?—(5) k ɛ s ki ɛ gro ?—(6) k ɛ s ki ɛ grǎ ?—(7) purkwa j a t il de gardjē ?—(8) kə sō le gardjē ?—(9) k j a t il dǎ lə basē ?—(10) u sō le kanɑ:r ?—(11) kāmū sō le pwasō ?—(12) k ɛ s ki ɛ tu kœse ?—(13) k ɛ s ki ɛ ru:ʒ e blø ?—(14) kāmū sō le ptit ʃe:vr ?

6a. la repō:s dæ pøl

pøl rævjē dɑ l ekəl ā suflū dǎ se dwa,
kar ōn et o ʒur le ply frwa ;
œ:r, kəm sə ʒur la, dǎ la pətītə klœ:s,
œ kō'ku:r vœne d avwɑ:r ljø,
læ pœ:r di : a ty, pøl, yn bən plas ?
—la mæjœ:r, di pøl, ʒə sʊi tu prɑ dy fə.

6b. anō:s

œn ā'fū su:r mʏs, aʒe dɑ katorz ā, a dispary d la mæ:zō paternel dæpʊi trwɑ ʒur. le pœrson ki lə rā'kō'trœrə sō prie dɑ lə rəkō'dʊir ʃe se parā, ry martē, nymero dis. il repō o nō dɑ ʒū.



6. la žardė pyblik

13. PRESENT INDICATIVE OF THE IMPERSONAL VERB *il j a*

Affirmatively

il j a . . . $\left\{ \begin{array}{l} \text{there is . . .} \\ \text{or} \\ \text{there are . . .} \end{array} \right.$

Negatively

il n j a p a . . . $\left\{ \begin{array}{l} \text{there is not . . .} \\ \text{or} \\ \text{there are not . . .} \end{array} \right.$

Interrogatively

j a t il . . . ? $\left\{ \begin{array}{l} \text{is there . . . ?} \\ \text{or} \\ \text{are there . . . ?} \end{array} \right.$

Interrogatively and Negatively

n j a t il p a . . . ? $\left\{ \begin{array}{l} \text{is there not . . . ?} \\ \text{or} \\ \text{are there not . . . ?} \end{array} \right.$

14. THE PARTITIVE ARTICLE BEFORE NOUNS PRECEDED BY AN ADJECTIVE

When a noun in the plural is preceded by an adjective the partitive article is *də* only, e.g.—

il j a də groz arbr dā lə ʒardē, *there are big trees in the garden.*

il j a də grā:dz ale' dā lə ʒardē, *there are large avenues in the garden.*

15. POSITION OF ADJECTIVES

Adjectives, as a rule, follow their nouns. The following, however, precede the noun:—

<i>ā'sjē</i>	<i>ancient, former</i>	<i>bo</i>	<i>beautiful</i>	<i>bō</i>	<i>good</i>
<i>ʃe:r</i>	<i>dear</i>	<i>grā</i>	<i>great, large, tall</i>	<i>gro</i>	<i>big</i>
<i>ʒœn</i>	<i>young</i>	<i>ʒoli</i>	<i>pretty</i>	<i>lō</i>	<i>long</i>
<i>mœvε</i>	<i>bad</i>	<i>mějœ:r</i>	<i>better</i>	<i>pti</i>	<i>small</i>
<i>vjø</i>	<i>old</i>	<i>vilē</i>	<i>ugly, wretched</i>		

e.g.—

<i>yn ləsō difisil</i>	<i>œ grā bātimā</i>	<i>œ ā'sjēn elɛ:v</i>
<i>œ garsō rɛ:ʒonabl</i>	<i>œ ʒœn kana:r</i>	<i>yn ʒoli gravy:r</i>
<i>yn prœmnad dezagreabl</i>	<i>œ pti my:r</i>	<i>œ mējœ:r elɛ:v</i>
<i>œn ā'fā fatige</i>	<i>yn mējœ:r ləsō</i>	<i>œ vjø bātimā</i>
<i>dez ø frε</i>	<i>œ bo tablo</i>	<i>œ vilē kləʃe</i>
<i>de pwasō ru:ʒ</i>	<i>œ bō ʒardē</i>	<i>œ gro frœma:ʒ</i>

7. letr dæ pøl a ã'ri

ſer ã'ri—ε ty kô'tû u ty ε? nu sãm tu:s œerøz isi, lwē de ljø frekôrte. le vilazwa sã tre kyrjøs e le travo de ſû trez ē'teresũ. la mæ'zõ u nu sãm et o bu d yn ale' d ærmo plē dæ korbo. kel vilen vwa ilz ô! lez ã'virõ sã delisjø. il j a partu dæ zøli kotoz avek de bwøz ã'brø, de ruišo lē'pi:dz e frē, de pø'tyra:z avek tut sørt d animo, dæ gro bø, de vaſ, de vo, de bræbi, dez apo, dæ bo ſvo, tu:s ã liberte su la vut de sjø.

nuz avõ purr kamarad le trwø fis e le dæ nævo dæ mæsjo dypã. il j a o'si læ fis dy færmje, klø:d. il a yn dro:l dæ tæ:t, de ſvo ru e dez jø plyto vœ:r kã blø. il ε trez amyzã e a de tã d zø nuvo purr tu læ mō:d. mē'tnã adjø, ſer ã'ri.—zø sqi præse.
pøl.

kestjõ.—(1) kã sãm nu tu:s?—(2) dæ kwa sãm nu lwē?—(3) ki ε kyrjø?—(4) k ε s ki et ē'teresũ?—(5) u ε la mæ'zõ?—(6) dæ kwa sã plē lez ærmo?—(7) kãmũ sã lez ã'virõ?—(8) k j a t il partu?—(9) k ε s ki et ã'brø?—(10) k ε s ki ε lē'pi:d?—(11) kelz animo j a t il dũ le pø'tyra:z?—(12) ki avõ nu purr kamarad?—(13) ki ε klø:d?—(14) kel tæ:t a t il?—(15) k ε s ki ε ru?—(16) k ε s ki ε plyto vœ:r kã blø?—(17) kã sã le zø?

7a. læ paresø

“et il vrē k ã paradi
 ð n ora ply rjē a fœ:r?”
 dæmôrde pøl a sa mœ:r.
 “tre vrē; mē nyl n et admi,
 mæn ã'fũ, ã paradi,
 s il n a trava'je syr tœ:r.”

7b. nai'vte

la fu'l s aretē dævũ la butik d æ ē'dystriel d la ry sē't ænœre;
 il avet ekri syr se vitr: “ðn ε prie dæ næ pø kō'fũ:dr sã magazē
 avek sölqi d æn ø:tr ſarlatũ ki ε vøny s etablir ã fas.”



7. letr dæ pøl a ã'ri



16. PLURAL OF NOUNS AND ADJECTIVES

Nouns and Adjectives, as a rule, sound the same in the singular and plural, e.g.—

lā bā'timā, le bā'timā ; la ʃe:z, le ʃe:z ; lā my:r, le my:r ; la fəŋe:tr, le fəŋe:tr ;

but they add the sound of *z* in the plural, if they have not got it already, when the next word begins with a vowel, e.g.—

lez apo**z** e le brābi.

le bo**z** apo**z** e le brābi.

de koto**z** avək de bwə**z** ð'brø.

Nouns ending in *al* change *al* in the plural into *o*, e.g.—

lā ʃval *pl.* le ʃvo

l animal „ lez animo

Notice also the plural of the following:—

SINGULAR

tu *every*

lā ʃjel *the sky, heaven*

l œj *the eye*

lā trava:j *the work*

PLURAL

{ tu, *all* (if followed by its noun)

{ tu's, *all* (when standing alone)

le ʃjø

lez jø

le travo

EXAMPLES

- | | |
|---|--|
| (1) lā tablo ε kō:tr lā my:r. | le tablo z ð de rəbø:r. |
| (2) lā bato o bu dy basē ε kə'se. | le bato z o bu dy basē sō kə'se. |
| (3) l apo e lā vo ðt yn dro:l də tɛ:t. | lez agno z e le vo z ðt yn dro:l də tɛ:t. |
| (4) l ərmo avək lā kərbo ε syr lā koto. | lez ərmo z avək le kərbo sō syr lā koto. |
| (5) lā nəvø e lā fis dy fərmje ð de ʒø nuvo. | le nəvø z e le fis dy fərmje ð de ʒø nuvo z e amysā. |
| (6) lā ʒø e lā trava:j sōt ē'teresā. | le ʒø z e le travo sōt ē'teresā. |
| (7) lā ʃval dy fərmje ε bo e ʒœn. | le ʃvo dy fərmje sō bo z e ʒœn. |
| (8) tu ʒø nuvo ε bo e amysā. | tu le ʒø nuvo sō bo z e amy z ā. |
| (9) lā ʃval et ā liberte su la vut dy ʃjel. | le ʃvo sō tu's ā liberte su la vut de ʃjø. |
| (10) l œj dy fis dy fərmje ε plyto vɛ:r kə blø. | lez jø dy fis dy fərmje sō plyto vɛ:r kə blø. |

8. le mone frā'seiz

vwasi le mone frā'seiz. el sō syr sē rā'ze. le katr prēmje:r pjes sāt ā brō'z. la prēmje:r ε d ō sār'tim, la zgō:d dā dō, la trwō'zjem dā sē:k e la katrjem dā dis. la trwō'zjem et ō pti su e la katrjem ō gro su u desim. le katr sūivō:t sāt ān aržō. la sē'kjem ε dā sē'kāt sār'tim u di su, la sizjem ε d ō frā, la setjem dā dō e la qitjem dā sē:k. il j a sō sār'tim u vē su dā'z ō frā. lā sār'tim ε dō:k la sār'tjem parti d ō frā, e lā su la vē'tjem. le dō dernje:r pjes sāt ān o:r. la nœvjem ε dā di frā e la dizjem dā vē.

āri, ty ε fō:r ān aritmetik ?—pa bjē fō:r.—ty ε trō mōdest. vwasi ō pti problēm. si ž e si pjes dā sē sār'tim e set dā dis, kō'bjē e žō ?—sā sār'tim.—s et a dir ? . . .—vē su u ō frā.—trē bjē. e si ž e katr pjes dā sē'kāt sār'tim, nœf dā dō frā e qit dā dis, kō'bjē e ž ā tu ?—sā frā.—bravo, āri. vwasi di sār'tim pur ašte ō gōto.

kestjō.—(1) kō'bjē j a t il dā pjes dā mone frā'seiz ?—(2) kō'bjē sāt ā brō'z ? ān aržō ? ān o:r ?—(3) k ε s k ō sār'tim ? ō pti su ? ō gro su ?—(4) kō'bjē dā sār'tim j a t il dā di su ?—(5) kō'bjē dā su j a t il dā'z ō frā ? (6) k ε s kō la trwō'zjem pjes ? la setjem ? la nœvjem ?—(7) si ž e katr pjes dā sē'kāt sār'tim e trwā dā dō frā, kō'bjē e ž ā tu ?—(8) āri a di sār'tim, purkwa ?

8a.

lōve a sis, dezōne a dis,
dine a sis, kuše a dis,
fē vi:vr di fwa dis.

8b. le mwa

trāt žur ō novā:br,
avril, žqē, septō:br ;
dā vē't qit il ān et ō ;
lez o:tr ō trāt e ō.



1 sã·tim.



2 sã·tim.



5 sã·tim.



10 sã·tim.



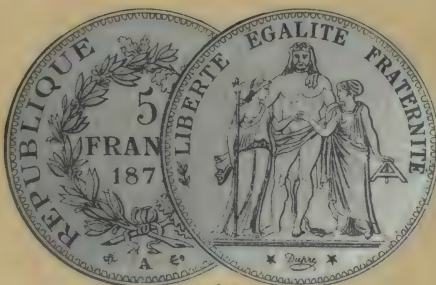
50 sã·tim.



1 frã.



2 frã.



5 frã.



10 frã.



20 frã.

17. CARDINAL AND ORDINAL NUMERALS

1 ã	the 1st	lã prãmje	7 set	the 7th	lã setjem
2 dø	the 2nd	{ lã zgð lã døjzem	8 qit	the 8th	lã qitjem
3 trwa	the 3rd	lã trwãzjem	9 noef	the 9th	lã noevjem
4 katr	the 4th	lã katrjem	10 dis	the 10th	lã dizjem
5 sē:k	the 5th	lã sē:kjem	20 vē	the 20th	lã vē'tjem
6 sis	the 6th	lã sizjem	50 sē:kã:t	the 50th	lã sē:kã'tjem
			100 sã	the 100th	lã sã'tjem

adisyjõ

e	fõ
1 +	1 = 2
2 +	3 = 5
4 +	6 = 10
7 +	2 = 9
10 +	10 = 20

sustraksjõ

mwē	fõ
20 -	10 = 10
10 -	1 = 9
9 -	3 = 6
8 -	4 = 4
7 -	5 = 2

dã	6	20
3 o:t	4	10
	-	-
rest	2	10
	=	=

mytliplikã'sjõ

fwa	fõ
2 ×	2 = 4
2 ×	4 = 8
3 ×	3 = 9
4 ×	5 = 20
5 ×	20 = 100

divizjõ

divize	fõ
par	
6 ÷	3 = 2
10 ÷	2 = 5
20 ÷	5 = 4
100 ÷	10 = 10
100 ÷	5 = 20

dividã:d divizoe:r

659		3
05		219
29		kosjã
rest	2	



il e midi.



il e midi sē:k.



il et yn œ:r e ka:r.



il e døj œ:r e dãm.



il e trwaz œ:r mwēz ã ka:r.



il e noef œ:r mwē dis.

9. læ bwa

“køm ř æ:m sæ bwa!—ty tru:v tuzur tu řarmã.—pøl? il admir tu.—mæ set ã'drwa æ vremã syperb. admirez ã pø o'si. —nuz admirõ.—røgarde set řøli klerjer avek set o'bepin e sez o'tz arbystz ã flær.—e set øm syr sæ taly avek sæ vjø řapo e se sulje true!—ty plezã:t, mæ røgard sæ pti rjiso!—e se grã:dz ørnjer!—restõz isi kelkø minyt syr set mus vert.—sì ty dezi:r reste, restõz e kõ'tã'plõ læ peiza:ř. k æ s kã set arbr si?—s et ãen ørmo. e set arbr la, avek set enørmø trõ e tut se brã:ř?—s et ã řæ:n. ekute køm set wazo řã:t la bæ syr sæ æ:tr!—s æ læ vã dã le føj.—vu bavarde tu l tã. ekut dõ:k, ã'ri.—nuz ekutã. wi, se nõt la sõ bjẽ le nõt d ãen wazo.—e set wazo, s æ? —s et ã røsipøl.—ã røsipøl! køm ty ez ãen egl!”

kæstjõ.—(1) ki æ:m sæ bwa?—(2) k æ s kã pøl tru:v řarmã?—(3) k æ s ki et ã flær?—(4) k j a t il syr læ taly?—(5) k æ s ki æ vjø?—(6) k æ s ki æ true?—(7) kømã æ la mus?—(8) u æ l ørmo?—(9) kel arbr a ã trõ enørm?—(10) k æ s kã pøl ekut?—(11) ki řã:t la bæ?—(12) u æ l wazo?—(13) kel wazo æ sæ?

9a. lez wazo de řã

ã'trø mæ e avril,
tut wazo fæ sõ ni,
ørmì kã:j e perdri.
avril
kelkø ni;
mæ
il sõ tu fæ;
a la sẽ řã
tut wazo pe:r sõ řã.

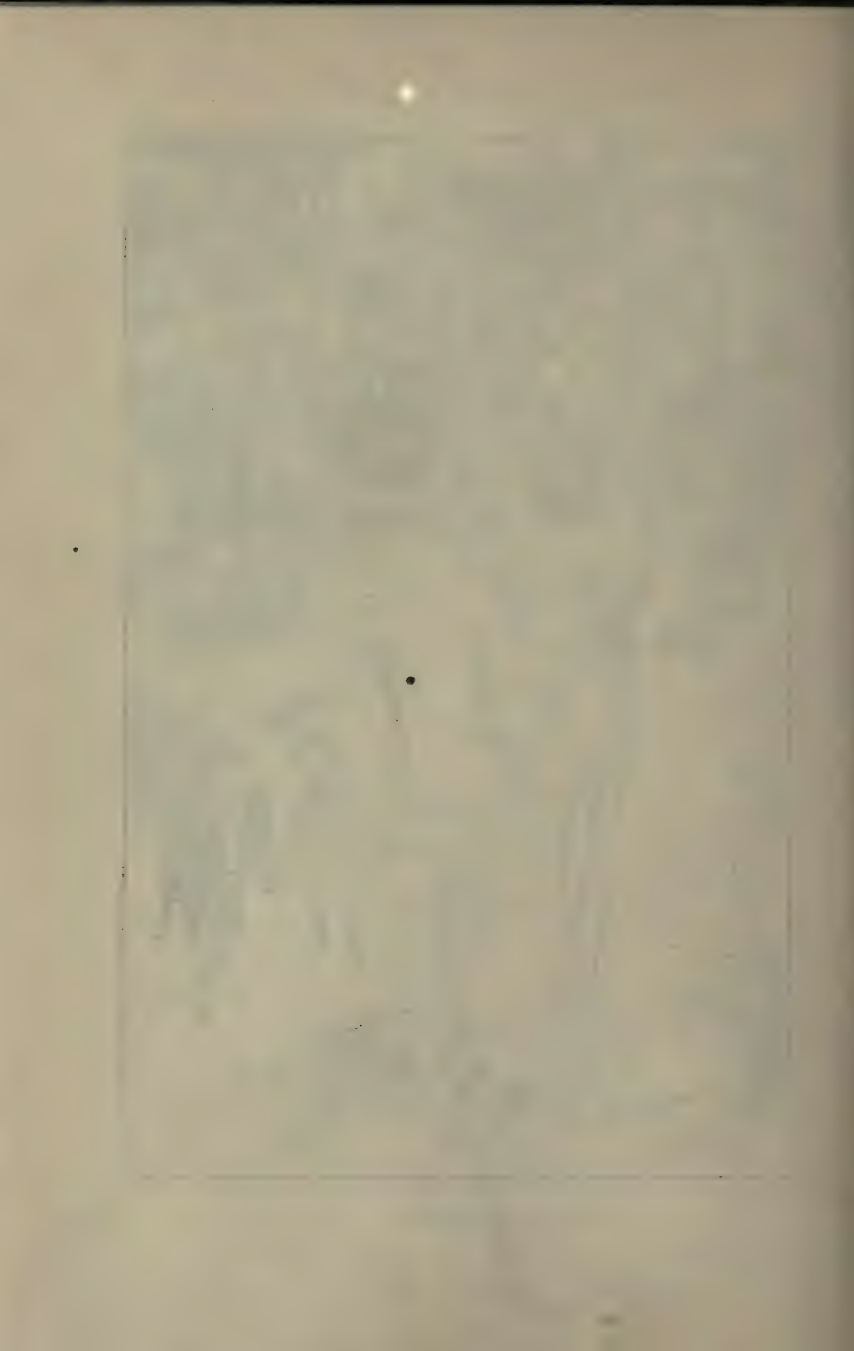
9b. řø dæ mo:

(řarl atã—řarlatã)

dõ sa dørnjer maladi, lwi diz qit dit a se medsẽ, ã li:zã syr læ:r figyr k il n ave ply rjẽ a espere: “alõ, finisõz ã, řarl atã.”



၅. လဲ ဟွာ



18. THE FOUR CONJUGATIONS

There are four conjugations in French.

The *Infinitive* of the first ends in **e** : **ε'me**, *to love*.

The *Infinitive* of the second ends in **i:r** : **fini:r**, *to finish*.

The *Infinitive* of the third ends in **wair** : **rəsəvwair**, *to receive*.

The *Infinitive* of the fourth ends in **r** : **vā;dr**, *to sell*.

N.B.—All verbs belonging to the third conjugation are irregular.

19. PRESENT INDICATIVE AND IMPERATIVE OF **ε'me**, *to love*

	PRESENT INDICATIVE			IMPERATIVE	
3	ε:m	<i>I love</i>	nuz ε'mō	<i>we love</i>	ε:m <i>love (thou)</i>
ty	ε:m	<i>thou lovest</i>	vuz ε'me	<i>you love</i>	ε'mō <i>let us love</i>
il	ε:m	<i>he loves</i>	ilz ε:m	<i>they love</i>	ε'me <i>love (ye)</i>

20. DEMONSTRATIVE ADJECTIVES : **sə**, **set**, **se**

sə (*this or that*) is used before a *masculine* singular beginning with a consonant, e.g.—

sə bwa, *this (or that) wood*.

set (*this or that*) is used—

(1) before a *masculine* singular beginning with a vowel sound, e.g.—

set wazo, *this (or that) bird*. set ɔm, *this (or that) man*.

(2) before all *feminine* singulars, e.g.—

set klerjɛ:r, *this (or that) glade*. set ɔ'bepin, *this (or that) hawthorn*.

se (*these or those*) is used before all *plurals*, whether masculine or feminine, e.g.—

se bwa, sez wazo, se klerjɛ:r, se fœj.

N.B.—Before nouns beginning with a vowel the sound of *z* is added to **se** to bind the demonstrative adjective to the noun :

sez ɔ'bepin, sez wazo.

If stress is laid on the English *this* or *that*, **si** and **la** are added after the noun, e.g.—

set arbr si e set arbr la, **this tree and that tree**.

N.B.—**sə** is also used as an invariable *pronoun* before the verb **ε:tr** followed by the article, possessive or demonstrative adjective, e.g.—

kɛl ε set wazo ?—s ε lə rəsɪnɔl, or s et œ rəsɪnɔl,
what is this bird ?—it is the nightingale, or it is a nightingale.

The plural of this **s ε(t)**, is **sə sō**, e.g.—

sə sō de rəsɪnɔl, *they are nightingales*.

10. lə pti negligũ

kã vu termine votr travaj, mez ãfã, n ublie pa ma rakomãddãsjõ: rãrge vo li:vrz e vo kaje. mõ zœn ami alfred nã sãrgez paz a sla, e se li:vr træn partu dã sa řã:br. sã pã:r e sa mæ:r grõ:d kãstamã lə pti negligũ. il nã ses pa dã repete tut la žurne: “nã lã:s pa la tã diksjõnær. ramã:s ta plym e te krejã.” me lœr grõ:dæri nã lə tuř pa. alfred n ekut pa. o:si, a l œ:r dã la klã:s, il nã tru:v pa sã dævwær, sa grame:r, sãn istwær u kelk o:tr li:vr, e il kri: “u e mãn istwær? u e mãn aritmetik? žã nã tru:v pa mãn alžẽ:br.” se frær e se sœ:r kit la mæ:zã. il řerř tuzurz ã vẽ e n ari:v paz a tã a l ekol. me sla n õpæ:ř paz alfred dã reste fide:l a sãn abity:d. sãn ěsusjõ:s e tuzur la mæ:m. n imitõ pa sãn egzã:pl. nœtr vi e tro kurt purr perdr ě:si noz ě:stã.

kestjã.—(1) a kwa e s k alfred nã sãrgez pã?—(2) u sã se li:vr?—(3) ki grõ:d lə pti negligũ?—(4) k e s kã sã pã:r e sa mæ:r nã ses pã dã repete?—(5) e s k alfred ekut?—(6) k e s k il nã tru:v pã?—(7) k e s k il kri?—(8) ki kit la mæ:zã?—(9) ki n ari:v paz a tã?—(10) a kwa e s k alfred rest fide:l?—(11) k e s ki e tuzur lə mæ:m?—(12) k e s ki e tuzur tro kurt?

10a. lə bõn ekolje

dẽ k il a kite sa dæmwær,
il sã æ:t, il pres lə pã;
ãn e syr k il nã vudre pa
võn:r a l ekol aprẽ l œ:r;
a la ræ:gl il se sã plie;
imite lə bõn ekolje.

10b. rəparti

ẽ presæptær ki vule akutyme sãn elæ:v a sã lœve matẽ, luj rakõ:te k õen õm ki s ete lœve avã lə žur ave tru:ve syr sa rut yn burs ple:n d œ:r. “me, mæsje, rəparti lə bã:bẽ, sãlqi ki l ave perdy s ete lœve ply matẽ õkær.”



10. la pti negliză

21. PRESENT INDICATIVE AND IMPERATIVE OF **ε·me**, *to love* (NEGATIVELY)

PRESENT INDICATIVE		IMPERATIVE
<i>I do not love, etc.</i>		<i>Do not love, etc.</i>
ʒə n ε;m pa	nu n ε'mō pa	n ε;m pa . .
ty n ε;m pa	vu n ε'me pa	n ε'mō pa . .
il n ε;m pa	il n ε;m pa	n ε'me pa . .

22. POSSESSIVE ADJECTIVES

Singular		Plural		Singular		Plural	
<i>Masc.</i>	<i>Fem.</i>	<i>Masc. & Fem.</i>		<i>Masc. & Fem.</i>			
mō	ma	me	<i>my</i>	nətr	no	<i>our</i>	
tō	ta	te	<i>thy</i>	vətr	vo	<i>your</i>	
sō	sa	se	<i>his, her, or its</i>	lə:r	lə:r	<i>their</i>	

Possessive Adjectives agree in gender and number with the thing **possessed** and must be repeated before each noun, e.g.—

sō pə:r e sa mɛ:r may mean **his** father and mother or **her** father and mother.

N.B.—The **possessor** makes it clear which meaning the possessive adjective has in a sentence, e.g.—

il ε;m sō pə:r e sa mɛ:r, *he loves his father and (his) mother.*

el ε;m sō pə:r e sa mɛ:r, *she loves her father and (her) mother.*

Obs.—**mō**, **tō**, **sō** are used instead of *ma*, *ta*, *sa* before feminine nouns beginning with a vowel sound, e.g.—

mōn aritmetik, sōn istwa:r.

N.B.—Before nouns beginning with a vowel the sound of *n* is added to **mō**, **tō**, **sō** to bind the possessive adjective to the noun.

EXAMPLES

ʒə n ε;m pa mō ʃval—ma ʃā:br—me ʃvo—me ʃā:br.
tu n ε;m pa tōn ekəl.

Obs.—With *ty* goes **tō**, **ta**, **tɛ**.

With *vu* goes **vətr**, **vo**.

EXERCISES

EXERCISE 1

I. Drill.—

- (1) Say the following nouns with the **definite article** :—

ba'timā	sal	klɑ:s	prɔ:fɛsɛ:r	elɛ:v	bā	tablo
my:r	pɔrt	fɔnɛ:tr	krɛ	epɔ:ʒ	rəbɔ:r	

- (2) Say the Present Indicative of *ɛ:tr*, adding—
in the singular—

1st person : *lə prəmje or æn (yn) elɛ:v.*

2nd person : *syr æ bā or devā lə tablo.*

3rd person, *masc.* : *dəbu or kɔ:tr lə my:r.*

fem. : *dərjɛ:r l epɔ:ʒ or syr lə rəbɔ:r.*

in the plural—

1st person : *nɔ:brɔ or syr lə prəmje bā.*

2nd person : *lə prɔ:fɛsɛ:r or dāz æ grā ba'timā.*

3rd person, *masc.* : *dəvā la pɔrt or dərjɛ:r la ʃɛ:z.*

fem. : *dāz yn ekol or dərjɛ:r la pɔrt.*

- (3) Say the nouns of No. (1) with the **indefinite article**.

II. *Exercise.*—

(a) Say the following sentences in the singular :—

- (1) nu səm dâz ã grã bərtimã.
- (2) vuz ɛ:t syr læ zgã bũ.
- (3) il sũ ã:tr læ tablo e la fənɛ:tr.

(b) Repeat the following sentences, replacing the nouns in heavy type by their corresponding pronouns :—

- (1) la sal d ekol ɛ vast.
- (2) læ profesœ:r ɛ dəvũ læ tablo.
- (3) la krɛ ɛ syr læ rəbœ:r.
- (4) læ tablo ɛ kũ:tr læ my:r.

(c) Say a sentence in French :—

- (1) about yourself.
- (2) about me and to me.
- (3) about me but to him
(or her).
- (4) about him (or her) and
to him (or her).
- (5) about him (or her) but to me.
- (6) of them and to them.
- (7) of them but to me.
- (8) about la krɛ.
- (9) about us.
- (10) about řarl e ã:ri.

(d) Answer the following questions in French :—

- (1) u ɛ l epũ:ř ? — la krɛ ? — læ tablo ? — řœ:r ? — l ekol ?
- (2) ki ɛ syr læ prəmje bũ ? — dərjɛ:r ? — dərjɛ:r řarl ? — dəvũ læ tablo ?
- (3) k ɛ s ki ɛ grã ? — kũ:tr læ my:r ? — dəvũ l epũ:ř ? — dərjɛ:r l epũ:ř ? — dəvũ læ tablo ? — dərjɛ:r læ tablo ?
- (4) ki ɛ s ki ɛ syr la řɛ:ř ? — syr læ bũ ? — dəvũ la fənɛ:tr ? — dərjɛ:r řœ:r ? — dəbu ? — grã ?

EXERCISE 2

I. *Drill.*—

- (1) Say the following nouns first with the *definite*, then with the *indefinite* article in the *singular*, and finally with the *definite* article in the *plural* :—

bibliotek	zardē	ā·fā	tabl	lēsō
fəŋɛ:tr	epō:ʒ	bā	ʃɛ:z	bə'timā

- (2) Say the Present Indicative of *ɛ:tr* first *negatively*, then *interrogatively*, and finally *interrogative-negatively*, adding—

in the singular—

1st person : dā lə zardē or syr lə prəmje bā.

2nd person : mefā(ɪt) or dā la bibliotek.

3rd person, *masc.* : pti or lə prəmje.

fem. : ptit or syr lə prəmje bā.

in the plural—

1st person : nō'brø or avək lez o:tr.

2nd person : dəbu or dəvā lə tablo.

3rd person, *masc.* : lō or a la grā:d tabl.

fem. : difisil or tuzur mefā:t.

N.B.—When verbs are said in the interrogative or interrogative-negative form, one boy (or girl) or one half of the class asks, and another boy (or girl) or the other half of the class answers each question in a complete sentence.

II. *Exercise.*—

- (a) Say the following sentences in the plural :—

(1) ʒə sɥi dā lə grā bə'timā.

(2) il ɛ tuzur sa:ʒ.

(3) tu ɛ dərʒɛ:r l o:tr.

(4) lə pti garsō ɛ dəvā la fəŋɛ:tr.

(5) la lēsō ɛ trə ptit.

(6) l elɛ:v ɛ syr lə bā.

(b) Say the first three sentences of (a) interrogative-negatively in the plural, and the last three negatively in the plural.

(c) Repeat the following sentences, replacing the nouns in heavy type by their corresponding pronouns :—

- (1) **ʒorʒ** n ε pa sœl, **le garsō** sō dā lə ʒardē.
- (2) **la kre** ε syr lə rəbœ:r.
- (3) **le ləsō** nə sō pa difisil.
- (4) **le dœvwa:r** sō tuʒu:r trə lō.
- (5) **l ekol** ε grād.
- (6) **lə bœtimā** ε grā.
- (7) **l elœ:v** ε dœbu.
- (8) **l epō:ʒ** et o'pre.
- (9) **le trwaz** āfā sōt ā'sā:bl.
- (10) **le ptit fij** sō meʃā:t.

(d) Answer the following questions in French :—

- (1) **u** sʷi ʒə ?—ε ty ?—ε:t vu ?—sœm nu ?—sō le pti garsō ?
- (2) **ki** ε sa:ʒ ?—meʃā:t ?—n ε pa grā ?—dœbu dœvā la fœnœ:tr ?—avœk lez o:tr ?—dā lə ʒardē ?
- (3) **k ε s ki** ε lō ?—vast ?—difisil ?—syr lə rəbœ:r ?—ā:tr la pœrt e la fœnœ:tr ?
- (4) **k ε s ki n ε pa** trə lō ?—trə difisil ?—trə pti ?—trə grā ?

EXERCISE 3

I. *Drill.*—

- (1) (a) Say the following nouns with the definite article in the singular, putting the second of each couple in the Genitive :—

ekəl—profəsœ:r	ʃɛ:z—Margərit	rəbə:r—tablo
klɔʃe—egli:z	bibliɔtɛk—ekəl	epɔ:ʒ—ptit fij
ləsɔ—pti garsɔ	fənɛ:tr—bə'timā	ɔrlə:ʒ—klɔʃe
pave—trətwa:r	gravy:r—tabl	plɛ:t—ā'fā
plɛ:t—trɛ'na:r	pusʃɛ:r—ry	kwɛ—ke

- (b) Do the same over again in the plural.

- (c) The same once more with the first eight, connecting each couple of words first by *apartjē* ('belongs') in the singular, then by *apartjən* ('belong') in the plural.

- (2) Say the Imperative of *ɛ:tr* first affirmatively and then negatively, adding for the

2nd pers. sing.	<i>affirm.</i>	sa:ʒ;	<i>neg.</i>	ā rɛta:r.
1st „ plur.	„	fatige,	„	mɛʃā.
2nd „ „	„	rɛzɔnabl,	„	dezagreabl.

- (3) Say the Present Indicative of *ɛ:tr* affirmatively and then negatively, adding the same words as in (2).

II. *Exercise.*—

- (a) Say the following sentences in the Imperative, first in the second person singular, then in the first, and finally in the second, person plural :—

- (1) ʒə sqi sa:ʒ—mɛʃā(:t).
- (2) ty ɛ ʒā'ti—fatige.
- (3) nu sɔm rɛ'zɔnabl—dezagreabl.
- (4) vous ɛ:t lə prəmje—ā rɛta:r.

- (b) The same once more but negatively, adding the second expression of each number.

(c) Make four sentences with each of the following expressions, beginning with the Pres. Ind. of *être*—

- (1) speaking to me and of me in the affirmative ;
- (2) speaking to me and of him or her ;
- (3) to any one in the room (who is to answer your question) in the interrogative ;
- (4) of yourself to any one in the interrogative-negative (let him answer in a full sentence) :—

- (1) — *syr la ʃeiz.* (2) — *dəbu.* (3) — *dəvũ læ tablo.*
 (4) — *syr læ prəmje bā.* (5) — *ɑ:tr la pɑrt e la fənɛ:tr.* (6) — *sœl.* (7) — *dəbu dəvũ la pɑrt.*
 (8) — *sa:ʒ.* (9) — *mɛʃɑ:(t).* (10) — *fatige.*
 (11) — *o kwẽ də la klɑ:s.* (12) — *œ trɛ'na:r.*

(d) Say the following sentences in the plural :—

- (1) *ʒə nə sɥi pɑ sœl.*
- (2) *n ɛ ty pɑ dā læ ʒardẽ ?*
- (3) *el ɛ dəbu dəvũ la fənɛ:tr.*
- (4) *lɑ pti garsɑ ɛ ʒɑ'ti.*

(e) Answer the following questions in French :—

- (1) *ki ɛ fatigue ?—rɛ'zɔnabl ?—a la mɛ'zɑ ?—dəbu dəvũ la ʃeiz ?—dɛrʒɛ:r la ʃeiz ?—mɛʃɑ:(t) ?—dezagreabl ?*
- (2) *k ɛ s ki n ɛ pɑ lwẽ ?—agreabl ?—lɑ ?—kɑ'plikɛ ?—syr læ rəbɔ:r dy tablo ?—dɛrʒɛ:r l epɔ:ʒ ?*
- (3) *k ɛ s ki ɛ pwẽ'ty ?—o kwẽ dy ke ?—dezagreabl ?—o kwẽ də la klɑ:s ?—syr læ rəbɔ:r dy tablo ?—dəvũ l epɔ:ʒ ?—dɛrʒɛ:r la krɛ ?*
- (4) *u ɛ l egli:z ?—sɑm nu ?—ɛ:t vu ?—ɛ læ trɛ'na:r ?—ɛ læ deʒœne ?—ɛ læ klɔʃe də l egli:z ?—ɛ ʒɔ:ʒ ?*

EXERCISE 4

I. *Drill.*—

- (1) Say the following nouns first with the definite, then with the partitive article in the singular :—

bœ:r	frøma:ʒ	vjō:d	apo	oze:ʃ
qil	vine:ʒr	salad	krē	pusje:r

- (2) Say the following nouns first with the indefinite article in the singular, then with the partitive article in the plural :—

bœ'timā	ekəl	sal	bū	rəbø:r	səri:z
kɥizinje:r	tabl	my:r	ry	gravy:r	mɛ:zō
dejoene	elɛ:v	pərt	ke	fəne:tr	marfū
trətwa:r	ā'fū	frɥi	œf	garsō	minyɪt
bibliotɛk	klɔʃe	ləsō	ʃɛ:z	ʒardē	epō:ʒ
prømnad	ørlo:ʒ	plē:t	ro:z	tablo	panje

- (3) (a) Say the Present Indicative of *avwa:r*, adding the following nouns, first with the definite or indefinite, then with the partitive article in the singular or plural (whichever is appropriate) :—

sing. & pl.

1st pers.	ekəl	œf	ro:z	krē	frɥi	tabl
2nd „	bœ:r	ʃɛ:z	ləsō	apo	panje	ʒardē
3rd „ (<i>m. or f.</i>)	elɛ:v	ā'fū	vjō:d	qil	mɛ:zō	gravy:r

- (b) The same interrogatively, asking any one in the room, and making him answer in the affirmative, beginning with *wi* ('yes').

- (4) Answer the following questions in **French** :—

- (1) **k ɛ s kə** la kɥizinje:r a a aʃte o marʃe ?
- (2) **u ɛ lə** marʃe ?—lə marfū ?—la salad ?—la mɛ:zō ?—la pusje:r ?—l ørlo:ʒ ?
- (3) (**ki ɛ s**) **ki a** ō panje ?—de frɛ:s ?—dez ø frɛ ?—de dəvwa:r difisil ?—yn mɛ:zō ?—ō pti ʒardē ?
- (4) **k ɛ s ki ɛ(t)** frɛ ?—pti ?—ā rəta:r ?—dezagreabl ?—dū lə panje avɛk le frɛ:z ?—o kwē dy ke ?
- (5) **kōmā sō** lez ø ?—le plē:t dez ā'fū ?—le trɛ'na:r ?—le ləsō də ʃarl ?—le dəvwa:r də ū'ri ?

II. *Exercise.*—

Say the following sentences, inserting the articles which are omitted, and putting—

- (1) the questions in the first and the answers in the second person singular Present Indicative ;
- (2) the questions in the second and the answers in the first person singular Present Indicative ;
- (3) the questions in the second and the answers in the first person plural ;
- (4) questions and answers in the third person plural.

N.B.—A is to read the questions ; B to read the answers ; C to ask the questions in their modified form ; D to answer the questions asked by C.

- (1) a t il . . krē ? wi, il a . . krē, mez il n a pɑ . . epɔ̃:ʒ.
- (2) u et il ? il ε syr . . prəmje bɑ̃.
- (3) u et il ? il ε dɑvɑ̃ . . tablo.
- (4) u et el ? el ε . . marʃe ; el a . . panje.
- (5) k a t el a aʃte ? el a a aʃte . . bæ:r, . . vjɑ̃:d, . . oze:j,
. . pɑm də tɛ:r, . . salad, . . sɛri:z, . . qil, . . vine:gr
e . . ø.
- (6) u ε ʒɔʒ ? il et avɛk ɑ̃'ri e margərit.
- (7) ε t il dɑ̃ . . bibliotɛk ? nɑ̃, il n ε pɑ dɑ̃ . . bibliotɛk,
il ε dɑ̃ . . ʒardɛ̃.
- (8) n a t il pɑ . . panje ? nɑ̃, mez il a . . frɛ:z e . . sɛri:z.
- (9) e gabriel, u et el ? el et . . marʃe.
- (10) k a t el dɑ̃ . . pti panje ? el a . . vjɑ̃:d, . . pɑm də tɛ:r,
. . ø e . . legym.
- (11) u ε ʃarl ? il n ε pɑz avɛk . . o:tr ; il ε derʃɛ:r, il ε fatigue.
- (12) purkwa et il fatigue ? il ε fatigue pɑrskɑ̃ . . pave . .
trɔtwɑ:r sɑ̃ si pwẽ'ty.
- (13) et il mɛʃɑ̃ ? nɑn, il n ε pɑ mɛʃɑ̃, mɛ . . pusʃɛ:r . . ry
ε si dezagreabl.
- (14) et il ɑ̃ rɔtɑ:r pu'r . . deʒœne ? nɑ̃, il n ε pɑz ɑ̃ rɔtɑ:r,
vwala . . klɔʃe e . . mɛ:zɑ̃ . . kwẽ . . ke.

EXERCISE 5

I. *Drill.*—

(1) Say the following nouns—

- (a) with the definite, then with the partitive article, and thirdly with the partitive article preceded by *œ pø*, *œ tɑ*, *kõ·bjẽ*, *ase* or *ʒə n e pɑ*:—

vjã:d bœ:r frɔma:ʒ latẽ istwa:r pasjã:s

- (b) with the indefinite article, the partitive article in the plural, and the partitive article in the plural preceded by *pø*, *kõ·bjẽ*, *œ tɑ*, *trwa*, or any other number:—

mo: ã'fã garsõ ʃo:z frɛ:z œf

- (c) with the definite article, the partitive article in the singular, and the partitive article preceded by *bo·ku*, *il n a pɑ*, *ʒ e o'tã* . . *kə lez o:tr*, *il a si pø* or *il n a pɑz ase*:—

kura:ʒ ardœ:r almã grame:r bœ:r salad

(2) Say the following nouns with the partitive article after the Imperative affirmative of the Present Indicative of *avwa:r*:—

kura:ʒ ardœ:r pasjã:s ã'trẽ

(3) Say the Present Indicative of *avwa:r* first negatively, then interrogative-negatively, adding—

after the 1st pers. sing. and plur. (1) *ʃɛ:z*, (2) *læsõ*, (3) *ʒardẽ*,
(4) *bibliotek*, (5) *tã'z a pɛdr*.

„ „ 2nd pers. sing. and plur. (1) *krɛ*, (2) *legym*,
(3) *səri:z*, (4) *pɑm dɑ tɛ:r*, (5) *vjã:d*.

„ „ 3rd pers. sing. and plur. (1) *dəvwa:r*, (2) *trava:j*,
(3) *latẽ a aprũ:dr*, (4) *epõ:ʒ*, (5) *gravy:r*.

(4) Answer the following questions in **French**:—

(1) *u ɛ ʒɔrʒ* ?—*lɑ marʃe* ?—*la kuizinjɛ:r* ?—*ɛ:t vu* ?

(2) *ki ɛ(t)* *l ɛ'ne* ?—*lã(:t)* ?—*preʃe* ?—*a tabl* ?—*mɛʃã* ?—*ã rɔta:r* ?

(3) *k ɛ s kə nu n avõ* *pɑz a pɛdr* ?—*margɛrit n a pɑ* ?

(4) *k ɛ s ki ɛ(t)* *pwẽ'ty* ?—*tu frɛ* ?—*o marʃe* ?—*trɔ lã* ?

(5) *a ki ɛ la mɛ'zõ* ?—*lɑ panʒe* ?—*lɑ frɔma:ʒ* ?—*l istwa:r* ?

II. *Exercise.*—

Say the following sentences, inserting the articles which are omitted and putting—

- (1) questions and answers in the third person singular ;
- (2) questions in the second person plural and answers in the first person plural ;
- (3) questions in the first person singular and answers in the second person plural.

- (1) u ε ty (zɔʁʒ) ? zə sɥi a tabl.
- (2) a ty . . desɛ:r ? nɔ̃, zə n e pɑ . . desɛ:r, mɛ ʒ e . . pasjõ:s.
- (3) n ε ty pɑ prese ? si, zə sɥi prese, mɛ ʒ e bo'ku . . pasjõ:s.
- (4) purkwa ε ty prese ? ʒ e œ tɑ . . latɛ a fɛ:r.
- (5) n a ty pɑ . . mo:z a aprũ:dr ? si, ʒ e . . mo:z a aprũ:dr, e ʒ e . . istwa:r e . . almɑ a fɛ:r.
- (6) kɔ̃·bjɛ . . lijɪ ? vɛ lijɪ . . almɑ a tradɥi:r e trwɔ pa:ʒ . . istwa:r a aprũ:dr.
- (7) ty az ase . . trava:j õn efa.
- (8) k a ty pu'r lə desɛ:r ? ʒ e . . frɛ:z e . . sɛri:z.
- (9) e u ε ty, margərit ? zə sɥiz avek zɔʁʒ.
- (10) k a ty a fɛ:r ? ʒ e o'si . . trava:j pu'r dɛmɛ.
- (11) kɛl trava:j a ty ? ʒ e . . mo:z a kɔpje, . . geɔɡrafi a aprũ:dr e . . ʃapitr . . grame:r.
- (12) a ty ase . . ãtrɛ pu'r fɛ:r tĩ . . trava:j ? ʒ e ase . . ardɛ:r pu'r avwa:r . . desɛ:r . . frɛ:z e . . sɛri:z, mɛ ʒ e si pø . . ardɛ:r pu'r fɛ:r . . dɔvwa:r.
- (13) n a ty pɑz o'tɑ . . kura:ʒ kə lez o:tr ? . . kura:ʒ, nɔ̃; zə sɥi trə ptit pu'r avwa:r . . kura:ʒ, zə nɑ sɥi pɑ si sa:ʒ kə zɔʁʒ.
- (14) n ε ty pɑ fatigue də pɛdr o'tɑ . . tã'z avek . . desɛ:r ? o: nɔ̃, ʒ e tuʒu:r . . tĩ pu'r . . desɛ:r, mɛ zə nɑ sɥi pɑ prese pu'r . . dɔvwa:r; zə sɥi si fatigue . . prɔmnad.

EXERCISE 6

I. *Drill.*—

(1) Say the following nouns—

(a) with the definite article in the singular ;

(b) with the partitive article in the plural ;

(c) with the partitive article, inserting the adjectives printed underneath the nouns :—

solda	mɛˈzɔ̃	ʒardɛ̃	gardjɛ̃	basɛ̃	kana:r
ɑ̃ˈsjɛ̃	grũ	bo	vjɔ̃	lɔ̃	ʒœn
bato	vwaɥ:r	ʃɛ:vr	œf	bœf	aleˈ
mœvɛ	ʒoli	pti	mɛjœ:r	gro	grũ

(2) Say the following nouns with the partitive article after the present tense of *avwa:r* in the interrogative :—

frɔma:ʒ vinɛ:gr salad bæ:r qil vjɔ̃:d

The same preceded by *boˈku* and *pø*, or the verb used negatively.(3) Use the following adjectives as epithets to the nouns printed above them after *il j a* with the partitive article in the plural :—

basɛ̃ dũ lə ʒardɛ̃	ʒɔ̃ˈz o mɔ̃:d	kana:r syr lə basɛ̃
lɔ̃	mɛjœ:r	nwa:r
pwasɔ̃ dũ lə basɛ̃	bato syr lə basɛ̃	ʃɛ:vr o ʒardɛ̃
ru:ʒ	mœvɛ	pti . . nwa:r

The same after *il n j a pa . . , j a t il . . ? n j a t il pa . . ?*(4) Answer the following questions in **French** :—(1) **u ɛ lə marʃe ?**—**lə basɛ̃ ?**—**lə sijɔ̃ ?**—**lə bato ?**—**la ku:r ?**(2) **a ki ɛ l ekɔl ?**—**lə pti panʃe ?**—**la gramɛ:r ?**—**lə bato ?**—**la floɛ:r ?**(3) **k ɛ s k il j a prɛ də la mɛˈzɔ̃ ?**—**o ʒardɛ̃ pyblik ?**—**dũ lə basɛ̃ ?**(4) **ki ɛ s ki ɛ œ ɑ̃ˈsjɛ̃ solda ?**—**fatige ?**—**prɛse ?**—**deza-greabl ?**(5) **kɔmũ ɛ lə pti garsɔ̃ ?**—**lə gardjɛ̃ ?**—**lə basɛ̃ ?**—**lə pwasɔ̃ ?**

II. *Exercise.*—

(a) Put the following sentences in the plural :—

- (1) *kā zə n e pə d ləsō, zə sɥi tuʒu:rz o ʒardē pyblik.*
- (2) *u ɛ lə ʒardē pyblik ? il j a œ pti ʒardē pyblik prɛ də la mɛ:zō.*
- (3) *k j a t il dødā ? il j a œ groz arbr e yn grūd ale' dødā.*
- (4) *la grūd ale' ɛ trɛ ʒoli pu'r fɛ:r yn parti də kaʃ kaʃ.*
- (5) *il j a œ vʝə gardjē pu'r ō'pɛ'ʃe le pti garsō də fɛ:r yn parti də kaʃ kaʃ.*
- (6) *s ɛt œn ō'sjē sōlda, mɛz il n ɛ pə mɛʃō, s ɛt œ bō gardjē.*
- (7) *j a t il œ basē dā l ʒardē ? wi, il j a œ lō basē avɛk œ sɥi.*
- (8) *k j a t il dā lə basē ? il j a œ pwasō ru:ʒ dā lə grū basē.*
- (9) *n j a t il pəz œ bato ? o: si, il j a œ məvɛ bato, mɛz il ɛ kə'se.*
- (10) *k j a t il ō'kœ:r dā l ʒardē ? il j a yn ʒoli vwaty:r e yn ptit ʃɛ:vr.*

(b) Put the following sentences in the plural :—

- (1) *lə lō basē avɛk lə sɥi ɛt a la ptit fɥj.*
- (2) *lə ʒœn kana:r dy basē ɛt o gardjē.*
- (3) *œn ō'sjē sōlda ɛ lə gardjē dy ʒardē pyblik.*
- (4) *il j a œ marʃe syr la grūd plas də la vil.*
- (5) *o ʒardē pyblik il j a yn ʒoli vwaty:r ru:ʒ e blō avɛk yn ptit ʃɛ:vr nwa:r.*
- (6) *ɛ swē də bjē fɛ:r.*
- (7) *n ɛ pə si pō d ardœ:r.*
- (8) *n j a t il pəz œ marʃe syr la grūd plas ?*
- (9) *ʒ e yn ptit səri:z e yn grūd frɛ:z.*
- (10) *lə legym n ɛ pə frɛ.*

EXERCISE 7

I. *Drill.*—

- (1) Say the following adjectives after (a)
- il ε*
- ; (b)
- il sō*
- :—

blø	kō'tā	ærø	kyrjø
ē'teresā	delisjø	amysā	bo

- (2) Say the following nouns (a) with the definite article in the singular ; (b) with the definite article in the plural :—

koto	bœf	fis	vwa	ʃvø	sjel
nøvø	œf	ljø	bato	flœ:r	ʃε:vr
œj	ʃval	kørbo	vo	tablo	animal

- (3) Use the following adjectives as epithets to the nouns printed above them, (a) with the indefinite article in the singular ; (b) with the partitive article in the plural :—

bato	ʃval	vilaʒwa	ljø	ruiso	bœf	pø'tyra:ʒ
møve	bo	kyrjø	frekå'te	lē'pi:d	gro	bō
basē	mε:zō	ʃvø	œj	ʒø	ale'	ā'fā
lō	pti	ru:ʒ	blø	nuvo	grā	ʒœn
kana:r	travaj	ʒardē	pwasō	solda	ku:r	bwa
nwa:r	ē'teresā	pyblik	ru:ʒ	ā'sjē	vilē	ā'brø

- (4) Make sentences with the expressions of (3), using the Present Indicative of
- avwa:r*
- or
- ε:tr*
- affirmatively or interrogatively or negatively.

- (5) Answer the following questions in
- French**
- :—

- (1) **u sō** le kørbo ?—le vilaʒwa ?—le bø e le vaj ?—lez ā'fā ?
- (2) **k ε s ki ε** o bu d yn ale' d ørmo ?—ru ?—amysā ?—plyto vε:r kə blø ?
- (3) **kōmā sō** le ruiso ?—le bwa ?—lez ā'virō dy vila:ʒ ?—lez animo ?
- (4) **də kwa** sōt il lwē ?—lez ørmo sōt il plē ?—et vu fatigue ?
—ave vuz œ ʃapitr a aprū:dr ?
- (5) **ki ε** klo:d ?—ε su la vut de sjø ?—ε prese ?—ave vu pu'r kamarad ?

II. *Exercise.*—

(a) Put the following passage in the plural :—

zə sɥi lwɛ də la vil. zə sɥiz a la kũ'paɲ. la mɛ'zɔ̃ ɛ
 ptit, mɛ zɔli. lə vilaʒ ɛ lwɛ d œ lʃø frekũ'te. lə
 travaʒ d œ vilazwa ɛ trez œ'teresũ. syr l ɔrmo dəvũ
 la mɛ'zɔ̃ il j a œ kɔrbo. derʃe:r la mɛ'zɔ̃ il j a œ grũ
 zardẽ e œ jɔli kɔto avek œ bwɔz ɔmbrø. dũ lə bwɔ
 il j a œ pti ruiso lɛ'pi:d e frɛ. syr lə kɔto il j a œ
 pɔ'tyraʒ pu'r lə bœf, la vaʃ e lə pti vo. z e œ bo
 ʃval. s et œ zɔli animal. dũ lə pɔ'tyraʒ, il j a ɔ'si
 yn brɔbi e œ ptit aɲo. z e pu'r kamarad lə fis dy
 fermje. il ɛ trez amyzũ. lə pti vilazwa a œ zø.
 nuvo. il a ɔ'si œ bato. lə bato ɛ syr œ basẽ. prɛ
 dy basẽ il j a yn grũd ale' pu'r fɛ:r yn parti də kaʃ
 kaʃ. zə sɥi tre ɔrɔz isi.

(b) Put the following sentences in the singular :—

- (1) le bœ, le vaʃ, le brɔbi e lez aɲo sɔ̃t œ liberte su la
 vut de sʃø.
- (2) le zɔli vwaty:r ruʒz e blø avek də ptit ʃe:vr nwa:r sɔ̃t
 o pti garsũ.
- (3) dũ le basẽ de zardẽ prɛ de mɛ'zɔ̃ il j a de pwasũ
 ruʒ.
- (4) le vʃø gardjẽ sɔ̃ dũ le zardẽ pu'r œ'pɛʃe le bɔn parti
 də kaʃ kaʃ.
- (5) le siɲ e le zœn kana:r de basẽ sɔ̃ tuzur prɛ de bato.
- (6) nuz avɔ̃ de sɔri:z e de fre:z.
- (7) le legym nɔ̃ sɔ̃ pɔ frɛ.
- (8) ave vu dez ø frɛ?
- (9) n ɔ̃t il pɔz ɔ'tũ də kuraʒ kɔ lez ɔ:tr?

EXERCISE 8

I. *Drill.*—

- (1) Say the following nouns after *œ* or *yn*, and then after any other numeral :—

fənɛ:tr	bɑ'timã	tablo	my:r	epõ:ʒ	garsõ	læsõ
trɛ'na:r	ɔrlõ:ʒ	səri:z	œf	ã'fã	solda	klɔʃe
grame:r	marʃã	tabl	mo:	ʒardẽ	kana:r	ʃɛ:vr
trava:j	apo	bato	kũ:r	arbr	pwasõ	ʃval

- (2) Say (a) how many **sã'tim** there are in—

qi su œ frã du'z su dø su dø frã

- (b) How many **su** there are in—

œ frã sɛ'kã:t sã'tim œ frã sɛ'kã:t
dø frã trwa frã vɛ sã'tim

- (c) What part of **œ frã** are—

vɛ sã'tim dø su œ su
sɛ sã'tim di sã'tim œ sã'tim

- (3) Count in French up to ten, and read the following figures in French : 20, 50, 10, 8, 6, 4, 2, 9, 7, 3, 1.

- (4) Do the same with the ordinals, adding a different noun each time.

- (5) Answer the following questions in **French** :—

(1) **kõ·bjẽ j a t il** dɑ pjɛs dɑ mɑnɛ frã'sɛ:z ?—dɑ bɑ dɑ la
kla's ?—dɑ fənɛ:tr ?—d elɛ:v ?—dɑ su dɑz œ frã ?

(2) **k ɛ s k** œ sã'tim ?—œ su ?—œ frã ?—œ desim ?—œ vo ?
—yn brɛbi ?

(3) **purkwa j a t il** dɛ gardjẽ dɑ lɑ ʒardẽ pyblik ?—ɛt il
fatige ?—la sal d ekəl ɛt el vast ?—ɛ ty dɑbu ?—ɛ ty
prese ?

(4) **kɛ s ki ɛ** õ'brø ?—ru ?—amysã ?—lɛ'pi:d ?—nwajr ?—
difisil ?

II. *Exercise.*—

- (a) Put the following sentences in the plural, and add the answers to the arithmetical examples:—

ε ty fə:r ǎn aritmetik?—zə nə sɥi pə bjē fə:r.—n ε ty pə trə mɔdest?—o: nǎ, zə nə sɥi pə trə mɔdest, mε lə fis e lə nəvə dy fermje sǎ trə fə:r. vwasi ǎ pti prɔblɛ:m pu:r lə fis dy fermje. si z e di pjɛs də di sǎtim e sēk də sē sǎtim, kəbjē e zə?—ǎkə:r ǎ. si ty a katr pjɛs də di frǎ e də pjɛs də vē frǎ, kəbjē a ty? e vwasi ǎ pti prɔblɛ:m pu:r lə nəvə dy fermje. s il j a ǎ bœf, də vǎʃ, trwə vɔ, katr brəbi, sēk ajɔ, si ʃvɔ syr lə pɑtyra:z, kəbjē j a t il d animo? ǎkə:r ǎn ɔtr. s il j a vē t ɔrmo dǎ l ale' avɛk sē kərbo syr ʃak arbr, kəbjē j a t il də kərbo syr lez ɔrmo? ǎfē vwasi ǎ prɔblɛ:m pu:r lə garsǎ trə mɔdest. kəl ε la ɥitjem parti də karǎt frǎ? si z e vē frǎ ǎ pjɛs də di su, kəbjē e zə də pjɛs?

- (b) Learn the names of the days of the week, of the months, and of the seasons by heart:—

- (1) dimǎ:ʃ, lǎ:di, mardi, mɛkrədi, zədi, vǎdrədi, e sǎndi.
- (2) zǎrvje, fevrje, mars, avril, mε, zɥē, zɥije, u, sɛptǎ:br, ɔktəbr, nəvǎ:br, desǎ:br.
- (3) lə prē:tǎ, l ete, l ɔtən, l ivɛ:r.

Remember o prē:tǎ, ǎn ete, ǎn ɔtən, ǎn ivɛ:r.

- (c) Express in words the figures in the following phrases:—

lə 1^e zǎrvje, lə 2 fevrje, lə 3 mars, lə 4 avril, lə 5 mε, lə 6 zɥē, lə 7 zɥije, lə 8 u, lə 9 sɛptǎ:br, lə 10 ɔktəbr, lə 11 nəvǎ:br, lə 12 desǎ:br.

EXERCISE 9

I. *Drill.*—

- (1) Say the Present Indicative and the Imperative of

ε'me ε;tr avwa;r admī're plēzā'te ʒwe

- (2) Say the following nouns (
- a*
-) with the definite or indefinite article, (
- b*
-) with the demonstrative adjectives
- sə*
- ,
- sət*
- ,
- set*
- ,
- se*
- :—

əm	bwa	ā'drwa	klərjɛ:r	ʃapo	arbyst
grā	ō'brø	ʃarmā	sypɛrb	vjø	pti
trō	taly	o'bepin	ɔrnjɛ:r	sulje	rɥiso
gro	pti	sypɛrb	grā	pti	lɛ'pi:d
ʃɛ:n	mus	minyt	peiza:ʒ	brā:f	wazo
enɔrm	vɛ:r	pti	bo	grā	bo
ɛgl	pjɛs	solda	rɔsijɔl	kəto	bato
grā	pti	ā'sjɛ	ʒœn	pti	kə'se
vwa	ʃval	trava:j	pusjɛ:r	kləʃe	egli:ʒ
drol	bo	difisil	dezagreabl	vjø	ɛ'teresā
floɛ:r	ε;tr	fœj	ljø	my:r	
ru'ʒ	grā	pti	ʃarmā	lō	

The same with the demonstrative adjective *sə*, *sət* + adjectives printed underneath the nouns.

- (3) Answer the following questions in French :—

- (1) **k ε s kə** vu rɛgarde ?—admī're ?—ε'me ?—kō'tā'ple ?—ekute ?
- (2) **k ε s ki** ε(t) true ?—enɔrm ?—ʃarmā ?—sypɛrb ?—vjø ?—vɛ:r ?
- (3) **ki ε s ki** bavard ?—ʃā:t ?—plēzā:t ?—ekut ?—εt ā libɛrte ?—εt œrø ?
- (4) **kel ε** sət wazo ?—sət arbr ?—sət arbyst ?—sət floɛ:r ?—sət animal ?—sət əm ?
- (5) **k j a t il** syr lə taly ?—dā lə bwa ?—dā lə pa'tyra:ʒ ?—dā lə rɥiso ?

II. *Exercise.*—

(a) Put the following sentences in the plural :—

- | | |
|-------------------------|-----------------------------------|
| (1) ʒ ɛ:m sə bwa. | (7) ɛt il a la mɛ:zɔ̃ ? |
| (2) ty tru:v tu ʃarmɑ̃. | (8) ty bavard tu lə tɑ̃. |
| (3) il admɪ:r tu. | (9) sɛt wazo ʃɑ̃:t tuzu:r. |
| (4) rɛɡard sə rɪso. | (10) sɑ̃ ʃval si ɛ trɛ vʝɑ̃. |
| (5) ʒɑ̃ n ɛ pɑ̃ d ʃapo. | (11) sɑ̃ ʃval la ɛ trɛ ʒœn. |
| (6) ty n ɛ pɑ̃ mɑ̃dɛst. | (12) ʒ admɪ:r sɛt ʒɑ̃li klɛrʝɛ:r. |

(b) Put the following passage in the singular :—

nuz ɛ:mɔ̃ se bwa. il sɔ̃ lwɛ de lʝɑ̃ frɛkɑ̃:te. o bu dɑ̃
 sez alɛ sɔ̃ le mɛ:zɔ̃ dɑ̃ se vilɑ̃ʒwa. ilz ɛ:m le travo de
 ʃɑ̃. il sɔ̃ trɛz ɕɛrɑ̃. nu tru:vɔ̃ sez ɑ̃:drwa vrɛmɑ̃
 sypɛrb. rɛɡardɛ se ʒɑ̃liz arbystz ɑ̃ flɛɪ:r. nɑ̃ sɔ̃t il pɑ̃
 ʒɑ̃li ? e se pti ɡarsɔ̃ syr lez arbr avɛk le vʝɑ̃ ʃapo e le
 sulʝɛ true, nɑ̃ sɔ̃t il pɑ̃ dro:l ? admɪ:rez ɑ̃ pɑ̃ ! kɑ̃m
 le pɑ̃tyrɑ̃:ʒ sɔ̃ frɛ e kɑ̃ le rɪso lɛ'pi:d sɔ̃ bo ! vu
 tru:vɛ tu ʃarmɑ̃.—nɑ̃ swɑ̃ʝɛ pɑ̃ dezɑ̃ɡrɛabl. rɛstɛ
 kɛlkɑ̃ minyt dɑ̃ se ʒɑ̃li klɛrʝɛ:r e kɑ̃'tɑ̃:plɛ le peizɑ̃:ʒ.
 rɛɡardɛ se ɡrɔ bɑ̃, le bo ʃvo, le brɑ̃bi e se ptiz apɔ̃ su
 le ɡrɑ̃ ʃɛ'n.—vu plɛzɑ̃:te, nu sɑ̃m fatigɛ. nu rɛstɔ̃ syr
 sɛt mus vɛrt, dɑ̃ se bwɑz ɑ̃:brɔ̃ e nuz ɛkutɔ̃ sez wazo
 ʃɑ̃:te.—e vuz admɪ:re le ʃɑ̃ e kɑ̃'tɑ̃:plɛ le peizɑ̃:ʒ !—
 il bavard tu lə tɑ̃, il tru:v le bwa pɑ̃ ɛ'tɛrɛsɑ̃. le
 rɑ̃sɪjɑ̃l ʃɑ̃:t, mɛz il sɔ̃ trɑ̃p mɛʃɑ̃ pu:r ɛkute. ilz ɛ:m
 o:tɑ̃ le vilɛn ku:r de mɛ:zɔ̃ e le ʒɑ̃rdɛ pyblik de vil,
 mɛ nuz ɛ:mɔ̃ syrtu le ʃɑ̃, le bwa, le pɑ̃tyrɑ̃:ʒ avɛk le
 bɑ̃, le vaʃ, le brɑ̃bi e lez apɔ̃, e o'si le bwɑz avɛk le pti
 rɪso et le rɑ̃sɪjɑ̃l.

EXERCISE 10

I. *Drill.*—

(1) Say the Present Indicative and the Imperative of *ekute*, *avwa:r*, *ε:tr*, *fã:te* negatively.

(2) Say the following nouns with the indefinite article, and then alternately with the possessive adjectives of the first, second, and third person singular and plural :—

<i>trava:j</i>	<i>li:vr</i>	<i>kaje</i>	<i>fã:br</i>	<i>pε:r</i>
<i>prəmje</i>	<i>nuvo</i>	<i>gro</i>	<i>pti</i>	<i>vjø</i>
<i>krejð</i>	<i>klø:s</i>	<i>alʒε:br</i>	<i>ekøl</i>	<i>fœj</i>
<i>pti</i>	<i>pti</i>	<i>prəmje</i>	<i>prəmje</i>	<i>blø</i>
<i>abity:d</i>	<i>wazo</i>	<i>səri:z</i>	<i>nəvø</i>	<i>krε</i>
<i>møve</i>	<i>fε:r</i>	<i>ru:ʒ</i>	<i>fεr</i>	<i>vε:r</i>
<i>εgzã:pl</i>	<i>panje</i>	<i>bato</i>	<i>tε:t</i>	<i>frε:z</i>
<i>mødest</i>	<i>grã</i>	<i>kø'se</i>	<i>enørm</i>	<i>grã</i>
<i>mε:r</i>	<i>diksjo:ε:r</i>	<i>plym</i>	<i>læsð</i>	<i>istwa:r</i>
<i>ʒœn</i>	<i>vjø</i>	<i>mεjœ:r</i>	<i>difisil</i>	<i>grã</i>
<i>tabl</i>	<i>ro:z</i>	<i>aritmetik</i>	<i>fvo</i>	<i>fval</i>
<i>grã</i>	<i>pti</i>	<i>møve</i>	<i>ru</i>	<i>bo</i>
<i>deʒœne</i>	<i>flœ:r</i>			
<i>prəmje</i>	<i>pti</i>			

The same again, adding the adjectives printed underneath.

(3) Form sentences with the following expressions, beginning with the Present Indicative of *døne* ('to give'), and adding a demonstrative adjective before the first and the possessive adjective (corresponding with the subject) before the second noun, first in the singular and then in the plural :—

<i>li:vr—frε:r</i>	<i>krejð—sœ:r</i>	<i>dəvwa:r—prøfəsœ:r</i>
<i>kaje—prøfəsœ:r</i>	<i>mε'zð—ã'fã</i>	<i>fval—fεrmje</i>

- (4) Form sentences with the following groups of words, using the verbs in the present tense negatively, and putting the definite article (singular or plural) before the first noun, and the second in the Genitive :—

1st pers. sing.	ublie	rəkəmāda:sjō	profesæ:r
„	„	imite	egzā:pl
2nd	„	rā'ʒe	li:vɾ
„	„	tufe	arʒā
3rd	„	ramə'se	plymz e krejō
„	„	ekute	wazo
1st pers. plur.	tru've	gramɛ:r	fis
„	„	repete	mɔ:
2nd	„	ʃɛrʃe	istwa:r
„	„	admi're	bwa
3rd	„	kite	mɛ'zō
„	„	rəgarde	flæ:r
			arbyst

The same again, using a demonstrative adjective before the first noun, and a possessive adjective before the second.

II. Exercise.—

- (a) Put the following passage in the singular :—

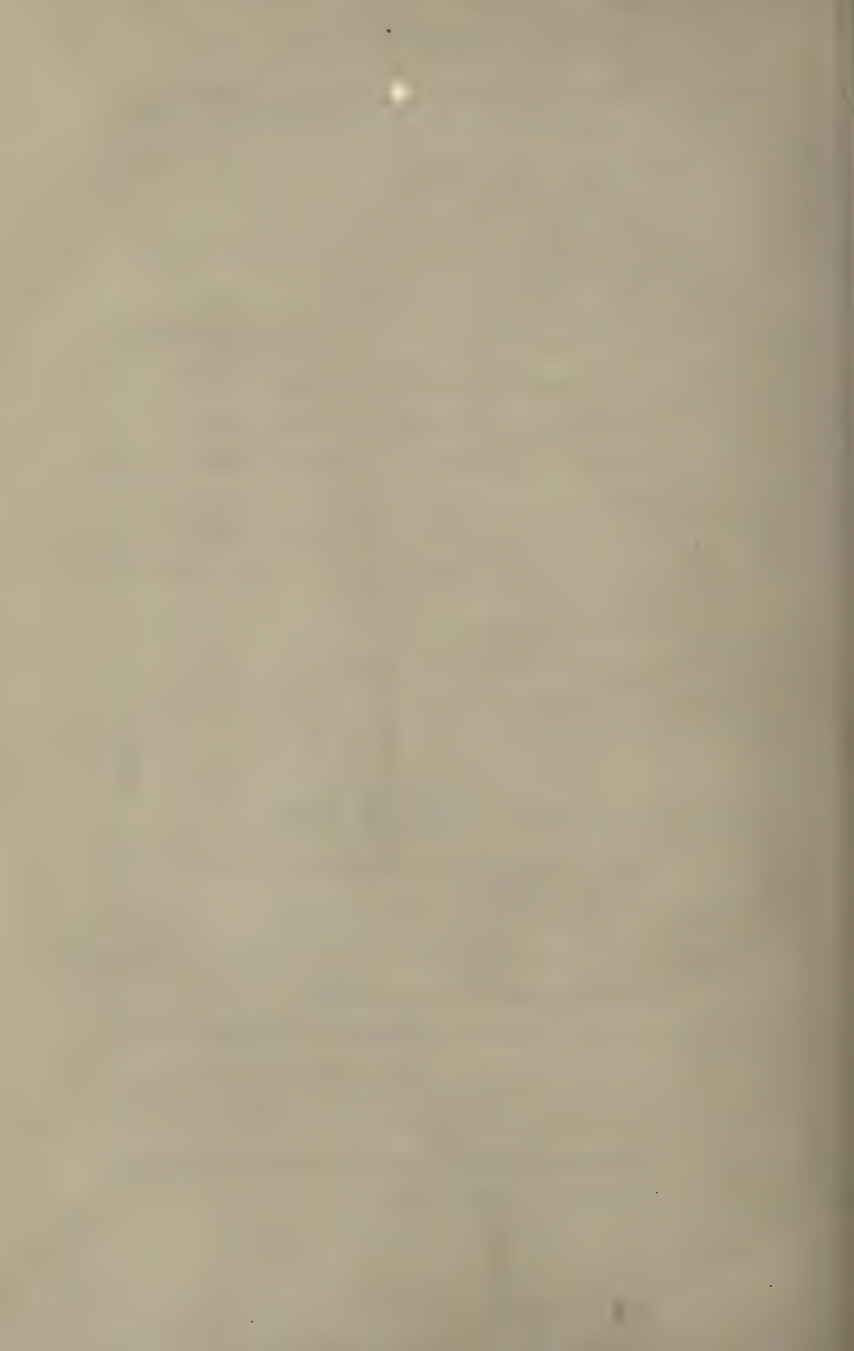
kā vu termine vo travo, mez ā'fā, n ublie pā me rəkəmā-də'sjō: rā'ʒe vo li:vɾ e vo kaje. me zœnz ami nā sō:ʒ pā tuzur a sla e lœr li:vɾ trɛ:n partu dā·lœr ʃā:br. le mœr dā se pti negligā grō:d kō'stamā lœr fis. el nā ses dā repete tut la zurne: “nā lœse pā la vo diksjonɛ:r. raməse vo plymz e vo krejō!” mē lœr grō'dəri nā tuʃ pā se garsō negligā e mēʃā. o'si oz œr de klɔ:s nā tru:v t il pā lœr dāvwaɾ e il kri: “u sō me li:vɾ? nu nā tru:vō pā no plym.” lœr frɛ:rz ɛne e lœr sœ:r kit la mɛ'zō. il ʃɛʃ tuzur z ā vē e n ari:v pāz a tā a lœ:rz ekəl. mē sla n ā'pɛ:ʃ pā le pti negligā dā reste fidɛ:l a lœ:rz abity:d.

Put the following sentences in the plural, and the verb in the negative :—

- (1) mō ʒœn ami sō:ʒ a sō fr̥e:r (a sa sœ:r).
- (2) lœ:r p̥e:r e lœ:r m̥e:r gr̥ō:d lə pti negligō.
- (3) kã ʒə t̥ermin mō trava:j ʒə r̥ō:ʒ me li:v̥r e me kaje.
- (4) l̥e:s la tō diksj̥œn̥e:r e swa negligō.
- (5) mō trava:j ε tr̥e kō'plike, a ty yn minyt a mō dōne ?
- (6) ta l̥əsō ε tr̥o kurt e tō d̥əvw̥a:r ε tr̥o l̥ō.
- (7) a ty ublie d̥ə prepare tō lat̥ē e d̥ə apr̥ō:dr̥ te mo: ?
- (8) sō pti bato et il k̥a'se ? il ε syr l̥ə bas̥ē d̥ə n̥otr ʒard̥ē.
- (9) mō n̥əv̥ø e tō fr̥e:r tru:v̥ l̥ə ʒø nuv̥ø trez amyz̥ā.
- (10) set ɔm syr s̥ə taly la av̥ek sō vj̥ø ʃapo e se sulje true ε l̥ə gardj̥ē.
- (11) ʒə ʃ̥erʃ mō diksj̥œn̥e:r.
- (12) a ty ð̥en œf fr̥e ?
- (13) el ʃ̥erʃ tuz̥u:r yn floer bl̥ø.
- (14) r̥əgard set wazo, il ε syr set arbr̥ la.

(b) Answer the following questions in French :—

- (1) a **kwa** ε s **kə** le pti garsō n̥ə sō:ʒ p̥a ?—le pti negligō rest tuz̥u:r fid̥e:l ?
- (2) **k** ε s **k(ə)** vu n ublie p̥a ?—l̥ə pti negligō ubli tuz̥u:r ?
—sō p̥e:r e sa m̥e:r ne s̥as d̥ə repete ?—alfred n̥ə tru:v̥ paz a l̥ œ:r d̥ə la kl̥o:s ?
- (3) **ε s kə** l̥ə pti negligō ekut ?—ari:v̥ a t̥ā ?—rest fid̥e:l a s̥on abity:d ?
- (4) **k** ε s **ki** ε tr̥o kur pu'r p̥erdr̥ sō t̥ā ?—tr̥o kō'plike ?
—trez amyz̥ā ?
- (5) **kel** ε set wazo ?—s̥ə li:v̥r ?—s̥ə kaje ?—s̥ə d̥əvw̥a:r ?
—set ʃ̥ā:br̥ ?—s̥ə b̥a'tim̥ā ?



vokabył:r (VOCABULARY)

1. l ekol (the school)

nu som, we are
 dā, inside
 ã bā·timā, a building
 lē bā·timā, the building
 u, where, where?
 ɛ, is
 yn ekol, a school
 e, and
 la sal, the room
 yn klāis, a classroom
 el ɛ, she or it is
 vast, very large, spacious
 parske, because
 vuz ɛrt, you are
 nōbrø, numerous
 ʒə sɥi, I am
 lē profesør, the master, teacher
 ʒā, John
 ty ɛ, thou art, you are
 ãn elɛ:v, a pupil
 syr, on, upon
 yn ʃe:z, a chair
 ã bā, a bench, form
 ʃarl, Charles
 ā·ri, Henri
 o·si, also
 mɛ, but
 il sō, they are
 derjɛ:r, behind
 lē prēmje, the first
 lē zgō, the second
 il ɛ dēbu, he is standing

ʒorʒ, George
 dēvā lē tablo, in front of the
 blackboard
 kō:tr lē myr, against the wall
 ā:tr, between
 la pōrt, the door
 la fənɛ:tr, the window
 la krɛ, the chalk
 l epō:ʒ, the sponge
 o·prɛ, near
 syr lē rēbō:r, on the ledge
 derjɛ:r l epō:ʒ, behind the sponge

 la kɛstjō, the question
 u, where
 kɛl, which
 k ɛ s ki . . ? what? (*nom.*)
 purkwa? why?
 ki? who?

1a.

kā, when
 ʒ ɛtɛ, I was
 pɛti, small
 ʒə n ɛtɛ pɑ, I was not
 grā, big, tall
 ʒə mō·tɛ, I used to climb
 syr, on, upon
 ã bā, a bench

1b.

ʒ alɛ } I used to go
 a l ekol } to school

kom, as, like
 le ptiz ā·fā, the little children
 mō pē, my bread
 dā, inside
 ma pōʃ, my pocket
 mō lja:r, my halfpenny
 a la mē, in my hand
 pur, in order to, to
 aʃte, to buy
 de pōm, apples
 mōʒe, to eat

2. la bibliotēk (the library)

sœl, alone
 nō, no
 margerit, Marguerite
 dā le ʒardē, in the garden
 vwala, there is or there are
 trwa, three
 le trwaz ā·fā, the three children
 la gravy:r, the engraving
 ā·sā:bl, together
 lez o:tr, the others
 grā, grā:d, large, tall
 la tabl, the table
 dø, two
 pti, ptit, little, small
 le garsō, the boy
 sa:ʒ, good, well-behaved
 la ptit fīj, the little girl
 elə:s, alas
 tre, very
 meʃā, meʃārt, naughty
 le dəvwa:r, the home-work (for school)
 lō, long
 la lēsō, the lesson
 difisil, difficult, hard
 tuʒu:r, always
 trō lō, too long

ke? k ε? what? what is?
 komā, what is . . like? how?

2a. lē pti temers:r (the little reckless fellow)

dəbu, standing
 syr yn tabl, on a table
 il s ekrie, he was shouting
 a: ! ah !
 ke ʒə sūi grā ! how tall I am !
 tut a ku, suddenly
 sō pje, his foot
 (il) glis, (he or it) slips
 (il) tō:ɪb } (he or it) falls
 a te:r } down (to the ground)
 k il ε pōti ! how small he is !
 mē·tənā, now

2b. amu:r dē l ety:d (love of study)

œrø, happy
 ki, who
 (il) a lē gu dē . ., (he) has a taste for . .
 lē travai:ʒ, the work, task
 lē ply ry:d, the most arduous
 il vjē tuʒu:r a bu (he comes always to end), he gets always through

2c. ã ʒu:r perdy (a lost day)

perdy, lost
 nōtr vi } our life
 ε si kurt } is so short
 il fo:, it is necessary
 la (pers. pron. acc. fem.), she, it
 ā·plwaje, to employ
 ē·struize vu, instruct yourselves, learn
 dē l a:ʒ { from the age
 lē ply tā:dr { the most tender, i.e.
 { from earliest youth
 vu sere, you will be
 malœrø, unhappy
 si vu sese, if you cease
 d aprā:dr, to learn

s et ã zur perdy, it is a day lost
sã trava'je, without working

3. la ry (the street)

bjẽ lã, very slow
swa, be (thou) (*imper.*)
zã'ti, good
marʃ, walk
ply, more
ply vit, quicker
fatige, tired
dã, from, of
la prõmnad, the walk
nẽ . . nõ ply, not . . either
kõm ty ẽ lã, how slow you are!
mamã, mamma, mother
de'za, already
swaje, be (ye) (*imper.*)
re'zonabl, reasonable, sensible
la mẽ'zõ, the house
lwẽ, far
l ẽ'ne, the older one
meʃã, meʃãrt, naughty
kõm zõrʒ, like George
le pave, the stones (of the pavement)

lẽ trotwair, the pavement
pwẽ'ty, pointed, sharp
la pusjeir, the dust
si, so [pleasant
dezagreabl, disagreeable, un-
la plẽrt, the complaint
lẽ kloʃe, the steeples
l egliz, the church
la ba, down there, over there
lẽ kwẽ, the corner
lẽ ke, the quay
ã'kõr sẽ minyt, another five
minutes
a la mẽ'zõ, at home
il ẽ midi, it is midday
l ẽrlõʒ (f.), the clock (on the
church)
vit, quickly
swajõ, let us be

ã retair } behind time, late
pu'r lã deʒõene } for lunch
gair a . . , woe unto . .
lẽ trẽ'nair, the laggard

3a. l ã'fã ga'te (the spoilt child)

vø ty dy parte, wishest thou for,
do you want some pie?
nõ, ma mẽir, no, (my) mother
il ẽ trõ sale, it is too salt
dy roti, some roast meat
trõ kqi, (too much cooked,) over-
done
dẽ la salad, some salad
el ẽ trõ fad, it is too insipid
dy pẽ, some bread
il nẽ vo rjẽ, it is worth nothing
ty nẽ vø rjẽ mã'ʒe, you will
not eat anything
nẽ . . rjẽ, not anything, nothing
mã'ʒe, to eat
ty sãra fwete, you will be
whipped

4. lẽ marʃe (the market)

la grũd plas, the large square
lẽ marʃã }
la marʃã:d } the dealer, hawker
ã ʒẽnẽral, generally
la kũ'pan, the country
lẽ bõer, the butter
lẽ frõma:ʒ, the cheese
lẽ legym, the vegetable
lẽ frũ, the fruit
lẽ marʃe, the market
la kqizinjeir, the cook
ʃakõẽ, ʃakyn, each (*adj.*)
lẽ panje, the basket
a la kqizinjeir, to the cook
la vjã:d, the meat
wi, yes
l ano (*m.*), the lamb
la pom dẽ teir, the potato
l õzẽ:j (f.), the sorrel

la salad, the salad
 la səri:z, the cherry
 la fre:z, the strawberry
 ã·kœr, still, else
 l ɥil (f.), the oil
 læ vine:gr, the vinegar
 pu'r, for
 l œf, lez ø, the egg, the eggs
 la, o kwē, there, at the corner
 tu, quite
 frē, frē:ʃ, fresh, new-laid

4a. egzersis (exercise)

prɔnõ·sjɑ·sjõ, pronunciation
 dy pē sek, dry bread
 dy frɔma:ʒ, (some) cheese
 s ɛ bjē pø, that is very little
 pu'r deʒœne, for lunch
 õ mē dœnœra, one will (to me)
 give me
 ʒə ga:ʒ, I bet
 o·tr ʃo:z (other thing), something
 else
 a mō dine, for my dinner
 kar, for (conjunction)
 didõ, Dido (name of a dog)
 (il) di·na, (he) dined
 dit õ (says one), it is said
 læ do d õ dē·dõ, the back of a
 turkey
 dody, fat, plump

4b. l œr dy dine

kelkœ, some one
 (il) dœmã·de, (he) asked
 a djœʒœ:n, (to) Diogenes
 a kel œr, at what o'clock
 il dœvs dine, he (must) should
 dine
 sëlqi si, this one, the latter
 (il) repõ·di, (he) answered
 si ty ɛ riʃ, if you are rich
 kã ty vudra, when you like
 si ty ɛ po:r, if you are poor
 kã ty pura, when you can

5. la sal a mō:ʒe (the dining-room)

məsʃ dybwa, Mr. de Wood
 læ desœ:r, the desert
 il ɛ si prese, he is in such a
 hurry
 õ pø, a little
 la pasjã:s, the patience
 læ tã, the time
 perdr, to lose
 læ trava:ʒ, the work
 dœmē, to-morrow
 bo·ku, much
 yn fu·l, a lot, a great many
 la ʃo:z, the thing
 d abœr, in the first place
 læ latē, the Latin
 prepare, to prepare
 læ paragraf, the paragraph
 pu'i, then, after that
 læ moi, the word
 kɔpjē, to copy
 õ tɑ, a heap, a great many
 l istwa:r, the history
 la ʒœgrafi, the geography
 aprã:dr, to learn
 kã·bjē, how many
 la pa:ʒ, the page
 katr pa:ʒ, four pages
 ase, enough
 õn efs, indeed
 ɛ swē dœ . ., (have care) take care
 to . .
 bjē fe:r, to do well
 almõ, German
 yn lij, a line
 tradqir, to translate
 la grame:r, the grammar
 la botanik, botany
 læ ʃapitr, the chapter
 kõt a . ., as for . .
 si (after negative question), yes
 l ã·trē, the go, zeal
 si pø d ardœr, so little ardour

lə kuraɪʒ, the courage
o'tū . ., as much . .

də kwa, of what?
əl a pø, she has little

5a. **lə grā malœr** (the great
 misfortune)

fet vu de term, do you do ex-
 ercises?

(il) **dmā'de**, (he) asked

œ ʒur, one day

œ prēs, a prince

ki etet } who was

ā'kœr ā'fū } still a child

œ pø paresø, a little idle

yn dam, a lady

la kuɪr, the court

(elle) **sə plɛns də**, (she) com-
 plained of

lə malœr, the misfortune

sa vi, her life

nō, mōsɛnœr, no, my lord

e bjē, well

si vu nə fet pa, if you do not do

(il) **replika**, (he) replied

votr malœr, your misfortune

(il) **n ɛ paz ā'kœr** } (it) is not yet

a sō kō:bl } at its height,
 has not reached the highest
 point yet

5b. **anɛgdɔt**

œ peɪr, a father

(il) **reprimā'de**, (he) reprimanded,
 reproached

sō fis, his son

œ ʒœn garsō } a little boy

də diz ā } of ten years (old)

il etet ale, (he) had gone

prā'dr œ bē, to take a bath, to
 bathe

sō permisjō, without permission
ty se purtā, you know all the
 same

lɥi dizet il, (to him said he,) said
 he to him

kə, that

ʒə t e defā'dy (də), I (to thee)
 have forbidden you (to)

ā'tre, to enter, go into

dā l o, into the water

avū kə ty saʃ, before you know
 how to

na'ʒe, to swim

6. **lə ʒardē pyblik** (the public
 gardens)

kā, when

bjēn œrø, very lucky

yn vilen kuɪr, a wretched yard

prɛ də la mɛ'zō, near the house

il j a, there exist(s), there is or are

œn arbr, a tree

gro, grois, big, fat

la floɪr, the flower, blossom

yn ale, an avenue

yn parti də kaʃ kaʃ, a game of
 hide-and-seek

vjø, vjɛj, old

lə gardjē, the caretaker, watch-
 man

ā'pɛ'ʃe, to prevent

ʒwe, to play

ā'sjē, ā'sjen, ancient, former

lə solda, the soldier

mejœr, better

le ʒā, the people

lə mōɪd, the world

lə basē, the pond

lə sij, the swan

ʒœn, young

lə kanaɪr, the duck

lə pwasō, the fish

ru:ʒ, red

lə bato, the boat

mœvɛ, mœvɛɪz, bad

tu kœ'se, quite broken

yn vwatyɪr, a carriage

blø, blue
 la ʃeɪvr, the goat
 nwair, black
 kəmō, how

6a. la repōis də pōl (the answer
 of Paul, Paul's reply)

(il) rəvjē, he comes back
 ā suflā, (by) blowing
 se dwa, his fingers
 kar, for
 ōn st o ʒur } one is in the days
 le ply frwa } the coldest (it was
 in the coldest days of winter)
 ɔɪr, now
 kōm sē ʒur la, as that day
 (there)
 dā la ptit klɑ:s, in the little
 class, in the junior form
 ō kō'kur, an examination
 (il) vənē d avwair ljø, ((it) came
 from having place,) had just
 taken place
 lē pɛɪr di, the father said
 a ty yn bōn plas, have you (taken)
 a good place?
 la mɛjœ:r, the best [fire
 tu prē dy fø, quite close to the

6b. anō:s (advertisement)

ōn ā'fā, a child
 suɪr mʁe, deaf and dumb
 aʒe də katorz ā, aged (of) four-
 teen (years), i.e. fourteen years
 old
 (il) a dispary, (it or he) has dis-
 appeared
 d la mɛ'zō, from the house, i.e.
 from his home
 dəpi trwa ʒur, (since) three
 days since
 le pɛrson, (the) persons
 ki lē rā'kō'trɛr, who (him)
 should meet him

(el) sō prie də } (they) are re-
 requested to
 lē rəkō'dʒir } take him back
 ʃe se parō, to the house of his
 parents

ry martē, Martin Street
 nymero dis, number ten
 il repō, he answers
 o nō də ʒā, to the name of John

7. lɛtr də pōl a ā'ri

ʃeɪr, dear
 kō'tā, contented, happy
 tuɪs, all (*masc. pl.*)
 œrø, happy
 isi, here
 lwē də . ., far from . .
 lē ljø, the place
 frəkā'te, frequented
 lē vilɑʒwa, the villager, inhabi-
 tant of a village
 kyrjø, curious, inquisitive
 lē travaj, le travo, the work.
 the works, labours
 lē ʃā, the field
 ē'teressā, interesting
 lē bu, the end
 ōn ɔrmo, a young elm
 plē, full
 lē kɔrbo, the rook
 la vwa, the voice
 lez ā'virō, the surroundings
 delisjø, delightful
 partu, everywhere
 ʒoli, pretty
 lē koto, the hillock
 lē bwa, the wood
 ɔ'brø, ɔ'brø:z, shady
 lē rʁiso, the brook
 lē'pi:d, clear
 lē pɔ'tyɾa:ʒ, the pasture
 tut sɔrt də . ., all sorts of . .
 ōn animal, an animal
 dez animo, animals

ðe gro bæf, a big ox
 de gro bø, big oxen
 la vaʃ, the cow
 læ vo, the calf
 la bræbi, the sheep
 bo, bæ, beautiful
 læ ʃval, læ ʃvo, the horse, the horses
 ã liberte, free, loose
 su la vut, under the vault
 la vut de sjø, the open sky
 læ sjæl, læ sjø, the sky, heavens
 læ kamarad, comrade, playfellow
 læ fis, the son
 læ nævø, the nephew
 læ fermje, the farmer
 droil, funny
 la tært, the head
 læ ʃvø, the hair
 ru, rus, red, sandy
 ðæn œj, læz jø, an eye, the eyes
 plyto . . kə . ., rather . . than . .
 veir, vert, green
 amyzã, amusing
 nuvo, nuvel, new
 tu læ mō:d, everybody
 mētnã, now
 adjø, farewell

7a. læ paresø (the idler)

et il vre kə, is it true that . .
 ã paradi, in paradise
 ð n ora ply } one will have no
 rjē a feir } more to work
 (il) dēmā:de } (he) was asking
 a sa meir } his mother
 trə vre, very true
 me, but
 nyl n et admi, nobody is admitted
 mōn ãfã, my child
 si, if
 il n a (pə) trava:je, he has not
 worked
 syr teir, on the earth

7b. nai:vte (simplicity of mind)

la fu:l, the crowd
 (el) s arete, (it or she) stopped
 dævã la butik, in front of the shop
 ðe ðdystriel, a tradesman
 la ry sē:t onore, St. Honoré Street
 il avet ekri, he had written
 syr se vitr, on his windows
 ðn e prie, one is or people are requested
 næ pə kō:fō:dr, not to confound
 sə magazē, this shop
 avək selqi, with that
 d ðæn o:tr ʃarlatã, of another humbug
 ki e vony, who (is) has come
 s etablirr, to set up (a shop)
 ã fas, opposite

8. læ mone frã:seiz (French coins)

vwasi, this is, these are
 la mone, the coin, the change
 frã:se, frã:seiz, French (*adj.*)
 la rã:ʒe, the row
 la pjes, the piece
 la brōiz, bronze
 ã brōiz, made of bronze
 ðe sãtim, one centime ($\frac{1}{2}$ farthing)
 ðe pti su, a halfpenny
 ðe gro su, a penny
 ðe desim, a penny
 squivã, squivãit, following
 l aržũ, the silver
 ðe frã, a coin (value 10d.)
 dōik, therefore, then
 l orr, the gold
 ekstr fœir ã . ., to be good at . .
 l aritmetik, arithmetic
 pə bjē fœir, not very good
 trə modest, too modest
 læ proble:m, the problem
 s et a diir, that is to say

ã tu, in all, altogether
lã gã'to, the cake

8a.

lãve a sis, getting up at six
deçœne a dis, to lunch at ten
dine a sis, dining at six
kuçe a dis, going to bed at ten
fe vi:vr } makes (one) live (to)
di fwa dis } ten times ten

8b. le mwa (the months)

trã:t zu:r, thirty days
novã:br, November
avril, April
ʒuẽ, June
septã:br, September
vẽ't ɥit, twenty-eight
il ãn et ã, it of them is one, i.e.
there is one

9. le bwa (the wood)

e'me, to love
sã bwa, this wood
tru've, to find
tu, everything
ʃarmã, charming
admi're, to admire
œn ã'drwa, a place, spot
vremã, truly
syperb, superb, lovely
regarde, to look at
la klerje:r, the clearing
yn o'bepin, a hawthorn
œn arbyst, a shrub
ã flo:r, in bloom
œn œm, a man
lã taly, the slope
lã ʃapo, the hat
lã sulje, the shoe
true, with holes in, torn
plezã'te, to joke
l œrnje:r, the wheel-track
reste, to remain

kelkã, some, a few
la minyt, the minute
la mus, the moss
dezi're, to wish
kã'tã'ple, to look at (with leisure)
lã peiza:ʒ, the landscape
enœrm, huge
lã trã, the stem
la brã:ʃ, the branch
lã ʃœn, the oak
ekute, to listen
l wazo (m.), the bird
ʃã'te, to sing
lã œ:tr, the beech
lã vã, the wind
la fœj, the leaf
bavarde, to chatter
tu lã tã, all the time
la nœt, the note
bjẽ, indeed
s œ, that is
lã rœsinol, the nightingale
l egl (m.), the eagle

9a. lez wazo de ʃã (the birds of the fields)

ã'tr mœ e avril, between May
and April
tut wazo, every bird
(il) fe sã ni, (he) builds his nest
œmi, except
la kœj, the quail
la perdrì, the partridge
kelkã ni, a few nests
il sã tu fe, they are quite finished
a la sã ʒã, on St. John's day
(il) pe:r, (he) loses } stops singing
sã ʃã, his song }

9b. ʒœ də mo:r (pun)

ʃarl atã, Charles is waiting
ʃarlatã, humbug
sa dernje:r maladi, his last ill-
ness

lwi diz ʔit, Louis XVIII.
 (il) dit, (he) said
 a se medsē, to his doctors
 ā li·zā, in reading, i.e. on reading
 syr lœr figyr, on their faces
 k il n ave ply rjē, that he had
 nothing more
 a espere, to hope for
 alō, come along
 finisō·z ā, let us have done with
 it
 ʃarlatā, humbugs

10. lē pti negligā (the little
 careless boy)

termine, to terminate, finish
 ublie, to forget
 la rēkomāda·sjō, the recommen-
 dation, reminder
 rā·ʒe, to arrange, to put in order
 lē li·vr, the book
 lē kaje, the notebook
 mō ʒœn ami, my young friend
 sō·ʒe a . . , to think of . .
 sla, this, that, it
 trē·ne, to drag or lie about
 partu, everywhere
 la ʃā·br, the room
 lē pē·r, the father
 la mē·r, the mother
 grō·de, to scold
 kō·stamā, constantly
 sse, to cease
 repete, to repeat
 tut la ʒurne, the whole or all
 day
 lē·se, to let, leave
 lē diksjōnē·r, the dictionary
 ramō·se, to pick up
 la plym, the pen
 lē krējō, the pencil
 la grō·dēri, the scolding
 tuʃe, to touch, move
 l œ·r, the hour

a l œ·r dē la klā·s, when it is
 time for school
 tru·ve, to find
 krie, to cry
 l alʒē·br, the algebra
 lē frē·r, the brother
 la sœ·r, the sister
 kite to quit, leave
 ʃerʃe, to seek, look for
 ā vē, in vain
 arive, to arrive
 a tū, in time
 rēste, to remain
 fidē·l, faithful, true
 yn abity·d, a habit
 l ē·susjā·s, the carelessness
 lē (la) mē·m, the same
 imite, to imitate
 ōn egzā·pl, an example
 la vi, the life
 ku·r, kurt, short
 perdr, to lose
 ē·si, thus
 ōn ē·stā, an instant, a moment

10a. lē bōn ekolje (the good
 schoolboy)

dē k il a kite, as soon as he has
 left
 sa dēmœ·r, his dwelling, his
 home
 il sē art, he (himself) hastens
 il pres lē pa, he presses the pace,
 i.e. he hurries on
 ōn ē syr, one is sure, i.e. you
 may be sure
 il nē vudre pa, he would not like
 veni·r a lēkol, to come to school
 apre l œ·r, after the hour, i.e. late
 a la rē·gl, to the rule
 il se sē plie, he knows how to
 bend, i.e. he knows how to
 comply with
 imite, imitate (ye)!

106. *rèparti* (repartee)

œ preceptœir, a tutor

(il) *vule*, he was wishing

akutyme a . ., to accustom to . .

sôn elœiv, his pupil

sø lœve matē, to get up early

(il) *lqi rakōte*, (he) was relating
to him

œn œm, a man

(il) *s ets lœve*, (he) had got up

avũ læ ʒuir, before daylight

(il) *ave tru·ve*, (he) had found

syr sa rut, on his way

yn burs ple:n } a purse full

d œr } of gold

mœ, mœsjø, but, sir

(il) *rèparti*, (he) replied

lœ bũ·bē, the little fellow

sølqi ki } the one who . .

l ave perdy } had lost it

ply matē ã·kœir, earlier still

THE END

SIEPMANN'S FRENCH SERIES.

Edited by OTTO SIEPMANN, Head of the Modern Language Department at Clifton College, and EUGÈNE PELLISSIER, Professeur Agrégé au Lycée du Havre, formerly Assistant Master at Clifton College, and Lecturer in French at the University College, Bristol.

NOTE.—Those marked * are ready; those marked † are in the Press; and the others are in preparation.

ELEMENTARY.

- † **BIART.**—*Monsieur Pinson.* Edited by OTTO SIEPMANN, Clifton College.
- * **PIERRE CŒUR.**—*L'Âme de Beethoven.* Edited by DE V. PAYEN-PAYNE, Kensington Coaching College. 2s.
- * **DAUDET.**—*La Tour des Maures.* Edited by A. H. WALL, Marlborough College. 2s.
- † **DESNOYERS.**—*Jean-Paul Choppart.* Edited by L. VON GLEHN, Merchant Taylors' School.
- * **DUMAS.**—*Napoléon.* Edited by W. W. VAUGHAN, Clifton College. 2s.
- † **GENNEVRAY.**—*Marchand d'Allumettes.* Edited by Miss ALICE A. JAMES, Queen's College, Barbados.
- * **LAMY.**—*Voyage du Novice Jean-Paul.* Edited by D. DEVAUX, St. Paul's School. 2s.
- * **LAURIE.**—*Une Année de Collège à Paris.* Edited by F. WARE, Examiner to the Civil Service Commissioners, late of Bradford Grammar School, and C. S. H. BRERETON. 2s.
- * **NORMAND.**—*L'Émeraude des Incas.* Edited by F. ASTON BINNS, Sherborne School. 2s.
- * **PATRICE.**—*Au Pôle en Ballon.* Edited by P. S. JEFFREY, Royal Grammar School, Colchester. 2s.
- SOUVESTRE.**—*Le Chasseur de Chamols.* Edited by F. VOGELSANG, Seafield Technical College.
- * **JULES VERNE.**—*Le Tour du Monde en quatre-vingts jours.* Edited by L. BARBÉ, Glasgow Academy. 2s.

Others to follow.

ADVANCED.

- * **ABOUT.**—*Le Roi des Montagnes.* Edited by Prof. WEEKLEY, University College, Nottingham. 2s. 6d.
- * **de BERNARD.**—*L'Anneau d'Argent.* Edited by LOUIS SERS, Wellington College. 2s. 6d.
- * **COPPÉE.**—*Contes Choisis.* Edited by Miss M. F. SKEAT, Royal Holloway College, Egham. 2s. 6d.
- * **DAUDET.**—*Tartarin de Tarascon.* Edited by OTTO SIEPMANN, Clifton College. 2s. 6d.
- HUGO.**—*Ruy Blas.* Edited by Prof. C. BÉVENOT, Birmingham University.
- * **de LA BRÈTE.**—*Mon Oncle et mon Curé.* Edited by E. C. GOLDBERG, Tonbridge School. 2s. 6d.
- * **MICHAUD.**—*La Première Croisade.* Edited by A. V. HOUGHTON, Inspector to the Ministry of Public Instruction, Cairo. 2s. 6d.
- * **POUVILLON.**—*Petites Âmes.* Edited by S. BARLET, Mercers' School, London. 2s. 6d.
- * **SANDEAU.**—*Sacs et Parchemins.* Edited by E. PELLISSIER, Lycée Le Havre. 3s. 6d.
- * **THEURIET.**—*L'Abbé Daniel.* Edited by PAUL DESAGES, Cheltenham College. 2s. 6d.
- * **de VIGNY.**—*Cinq Mars.* Edited by G. G. LOANE, St. Paul's School. 2s. 6d.
- * **de VOGÜÉ.**—*Cœurs russes.* Edited by E. PELLISSIER, Lycée Le Havre. 2s. 6d.

Others to follow.

Word- and Phrasebooks, with French translation, for Home-work. 6d. each.

MACMILLAN AND CO., LTD., LONDON.

SIEPMANN'S GERMAN SERIES.

Edited by OTTO SIEPMANN, Head of the Modern Language Department
at Clifton College.

NOTE.—Those marked * are ready; those marked † are in the Press;
and the others are in preparation.

ELEMENTARY.

- * EBNER.—Walther von der Vogelweide. Edited by E. H. G. NORTH,
Wellington College. 2s.
- * GOEBEL.—Hermann der Oherusker. Edited by J. ESSER, Madras College,
St. Andrews. 2s.
- † GOEBEL.—Rübezahl. Edited by D. B. HURLEY, Newcastle Middle School.
- SCHMIDT.—Reineke Fuchs. Edited by A. L. GASKIN, Bath College.
- * SCHRADER.—Friedrich der Grosse. Edited by R. H. ALLPRESS, City of
London School. 2s.
- * WACHENHUSEN.—Vom ersten bis zum letzten Schuss. Edited by T. H.
BAYLEY, Loretto School. 2s. 6d.
- † von WILDENBRUCH.—Das edle Blut. Edited by OTTO SIEPMANN, Clifton
College.
- * ZASTROW.—Wilhelm der Siegreiche. Edited by E. P. ASH, Haileybury
College. 2s.

Others to follow.

ADVANCED.

- * ELSTER.—Zwischen den Schlachten. Edited by Dr. HIRSCH, Alleyn's
School, Dulwich. 3s. 6d.
- * FONTANE.—Vor dem Sturm. Edited by Prof. WEISS, R.M.A.,
Woolwich. 3s.
- † FREYTAG.—Die Ahnen. Part I. Ingo. Edited by OTTO SIEPMANN, Clifton
College.
- GOETHE.—Die itallenische Reise. Edited by Prof. FIEDLER, Birmingham
University.
- * GOETHE.—Iphigenie auf Tauris. Edited by H. B. COTTERILL, M.A. 3s.
- * GRILLPARZER.—Sappho, Trauerspiel. Edited by Prof. RIPPMAHN
Queen's College, London. 3s.
- HEINE.—Die Harzreise. Edited by Dr. SCHLAPP, Edinburgh University.
- von KLEIST.—Michael Kohlhaas. Edited by R. T. CARTER, Clifton College.
- * KURZ.—Die Humanisten. Edited by A. VEGELIN, St. Paul's School,
London. 2s. 6d.
- ROSEGGGER.—Als ich jung noch war. Edited by Prof. SCHÜDDEKOPF, The
Yorkshire College, Leeds.
- † von SCHEFFEL.—Der Trompeter von Säckingen. Edited by E. L. MILNER-
BARRY, Mill Hill School.
- von WILDENBRUCH.—Die Danaide. Edited by Dr. BREUL, Cambridge
University.

Others to follow.

Word- and Phrasebooks, with German translation, for Home-work. 6d. each.

MACMILLAN AND CO., LTD., LONDON.

